West Hills College Coalinga

Self Evaluation of Educational Quality and Institutional Effectiveness

Submitted by

West Hills College Coalinga
300 W. Cherry Lane
Coalinga, CA 93210

to

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

Spring 2011

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Certification of the Institutional Self Study Report

October 26, 2010

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

FROM: West Hills College Coalinga
                300 Cherry Lane
                Coalinga, CA 93210

This institutional self study report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the college community, and we believe the self study report accurately reflects the nature and substance of this institution.

Signed:

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Mark McKean   President, WHCCD Board of Trustees

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Dr. Frank Gornick   Chancellor, West Hills Community College District

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Dr. Willard Clark Lewallen   President, West Hills College Coalinga

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Anita Bart President   Academic Senate
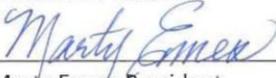
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Marty Ennes President   WHCCD Faculty Association
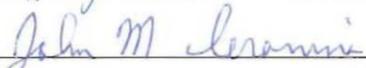
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John Ieronimo   WHCCD CSEA, Chapter 429

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Thomas Toby   President, WHCC Associated Student Body
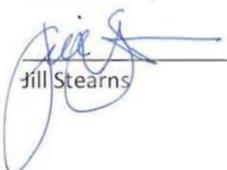
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Jill Stearns   WHCC Accreditation Liaison Officer

Introduction

History of West Hills College Coalinga

West Hills College Coalinga (WHCC) is a member of the 112-campus California community college system. Several transformations have occurred in the past 78 years as the college has transitioned from an extension center to an independent institution to one of two colleges in the West Hills Community College District (WHCCD).

In the spring of 1932, the establishment of a college for the Coalinga Union High School District was proposed. On October 3, 1932, the proposal led to the opening of the Coalinga Extension Center of Fresno State College.

In September 1941, Coalinga Junior College became an independent institution under the direction of the governing board of the Coalinga Union High School District. In October 1944, construction of a new campus began on Cherry Lane near the northern limits of Coalinga, and in September 1956, the new buildings were occupied.

In November 1961, the voters of the Coalinga Union High School District approved the formation of a separate junior college district, and in June of 1962, the voters of the Lemoore High School District voted to annex to the college district. The following December, the voters of the Riverdale and Tranquillity High School Districts also voted to join the new district. In July 1964, Dos Palos High School District officially joined Coalinga Junior College. Effective July 1, 1969, the official name of the college was changed to West Hills Community College in keeping with the expanded nature of the district.

In 1971, to more effectively serve the district, North District Center (NDC) was built in the City of Firebaugh on property leased from the local high school district. In 1983, Dos Palos High School District withdrew from WHCCD. In 1996, the West Hills Community College Foundation purchased a building in Firebaugh that it leased to the college to house NDC. The building includes classrooms, a computer lab, offices, a small library, and study spaces for students. On September 4, 2009 the transfer of title of the North District Center property to the district from the foundation, via sale of real property, was recorded.

In 1979, the district purchased 15 acres of land in the City of Lemoore. A classroom building and an office were erected there in 1981. Fourteen relocatable buildings were added to the Kings County Center over the next 20 years. In November 1998, the voters of the district approved a $19 million bond. The proceeds from the bond funded construction of a new campus in Lemoore and remodeling and renovation of the Coalinga campus and NDC.

On September 26, 2000, the board of trustees accepted a donation of land on a 100-acre site near the intersection of Highways 41 and 198 for a new campus. The California Community Colleges Board of Governors (BOG) and the California Post Secondary Education Commission (CPEC) approved West Hills College Lemoore (WHCL) for full college status in 2001 and 2002, respectively. In July 2001, WHCL hired a president, and on July 14, 2002, opened its doors to students. With the move from eligibility to candidacy of WHCL by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) in June 2004, WHCCD continued the transition from a single college to a multi-college district. West Hills College Lemoore was granted initial accreditation in 2006 by ACCJC.

In March 2002, after a national search, the Board of Trustees appointed a president for WHCL, and WHCL began the process of becoming an independent college, separate from WHCC. West Hills College Coalinga includes NDC in Firebaugh.

In 2008 the district voters approved three general obligation bonds for the West Hills Community College District. The district formed three School Facilities Improvement Districts (SFIDs) to support capital projects at West Hills College Coalinga, North District Center Firebaugh, and West Hills College Lemoore. The bond measures will also provide funding for outreach centers in the communities of San Joaquin, Mendota, Avenal, Huron, and Riverdale. Measure Q for NDC is an $11.9 million bond. Measure C approved for Coalinga is an $11.7 million bond. Phase one projects have been completed and phase two projects are in final construction planning stages.

Compliance with Eligibility Requirements

West Hills College Coalinga (WHCC) attests that the institution has remained in continued compliance with the commission's 21 prescribed eligibility requirements as set forth below:

1.   Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

In September of 1941, Coalinga Community College became an independent unit under the direction of the governing board of the Coalinga Union High School District. In November of 1961, voters approved the formation of a separate junior college district. On July 1, 1969, the official name of the college was changed to West Hills Community College. In 1981, Kings County Center in Lemoore was designated as an official attendance center. In 2001 and 2002, respectively, Kings County Center received approval for full college status as West Hills College Lemoore (WHCL) from the California Community Colleges' Board of Governors (BOG) and the California Post Secondary Education Commission (CPEC). In June 2006, WHCL was granted accreditation by the Western Association of Schools and Colleges (WASC). West Hills Community College District (WHCCD) transitioned from a single to a multi-college district with two colleges: West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL).

WHCC is a public two-year community college operating under the authority of the state of California, the BOG, CPEC, and the board of trustees of the WHCCD. The college catalog clearly states that West Hills College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

2. Mission
The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The mission and vision statements are published in numerous documents, including the educational master plan, council handbooks, the college catalog, and the WHCC website. A revised mission statement was approved by the governing board on May 18, 2010.

3. Governing Board
The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. The board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities.

The governing board must be an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The seven-member board of trustees of the WHCCD is an independent policymaking body that is responsible for the quality and integrity of educational sites in the district and ensures that the educational mission of the district and the two colleges is implemented. Board members are elected to four year terms by registered voters in geographical districts representative of the diverse area comprising the district. The board also includes a non-voting student member. The board operates under an approved set of bylaws that are published in the board policy manual. Biographies of the current trustees are available on the district website at www.westhillscollege.com. The governing board adheres to a conflict of interest policy that is delineated in Board Policy 2710 and Administrative Procedures 2710 and 2712.

4. Chief Executive Officer
The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

On May 8, 2007, the board of trustees appointed Dr. Willard Clark Lewallen as the president and chief executive officer for WHCC. Dr. Lewallen's biography and curriculum vitae is available

on the college website. The president's full-time responsibility is to plan, organize, coordinate, administer, review, and evaluate programs for WHCC; provide leadership to the faculty, administrators, classified staff, and students; and to promote and develop partnerships and effective relationships with community business leaders, related organizations, and others in educational services.

5. Administrative Capacity
The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

WHCC has eight academic administrators, including the president, a vice president of educational services, an associate dean of student learning, an associate dean of student services, and four directors. The directors are responsible for the Farm of the Future, the North District Center, Health Careers, and Athletics, Health, and PE. The college is also served by support service directors and program managers including a director of international student programs, director of residential living, director of food services, director of student support services, director of maintenance and operations, and an education coordinator. District hiring and employment procedures ensure that administrators have the appropriate preparation and experience to provide services in support of the mission and goals of WHCC.

6. Operational Status
The institution must be operational, with students actively pursuing its degree programs.

WHCC has been in continuous service since 1932. In 1956, WHCC began operations at its current site in Coalinga. The college also operates an educational center in Firebaugh. Semester enrollment at WHCC and NDC is approximately 3,000, including full-time and part-time students. The college prepares students for transfer to public and private colleges and universities through its academic programs, as well as for employment opportunities through its occupational programs.

7. Degrees
A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Degree and certificate offerings are described in the WHCC catalog, which identifies all degree and certificate requirements, as well as comprehensive information regarding instructional services; student services; and district policies and procedures. The catalog includes courses descriptions and information on prerequisites and advisories for all credit courses. WHCC

offers 30 degrees and 16 certificates that are included on the California Community College Chancellor's Office program inventory.

8. Educational Programs

The institution's principal degree programs must be congruent with the mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The degree programs offered at West Hills College Coalinga are congruent with its mission, based on recognized higher education fields of study, are of sufficient scope and length, and are conducted at appropriate levels of quality and rigor. The WHCC catalog contains a comprehensive statement of educational purpose for each academic and career technical education program offered. Further, it describes the courses that comprise each program, the units of each course, and the sequence in which the courses are recommended to be taken. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work.

9. Academic Credit

The institution must award academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

WHCC awards credit based on generally accepted practices in degree granting institutions of higher education and in keeping with the standards set by the American Association of College Registrars and Admissions Officers. A lecture class requires the equivalent of one academic hour (50 minutes) per week for each semester unit conferred. Laboratory classes require three academic hours (150 minutes) per week for each semester unit conferred.

In addition to regularly scheduled credit courses, students may receive college credit for participating in alternative options: Advanced Placement examinations offered by The College Board, College Level Examination Program (CLEP), credit by examination, credit for military service schools, cooperative work experience, and directed studies. The awarding of academic credit is clearly delineated in the college catalog available on the college website.

10. Student Learning and Achievement
The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Educational objectives for degree, certificate, and general education programs are published in the WHCC catalog. Each program of study listed in the catalog includes a statement that describes whether the program is intended to prepare the student for transfer or for a specific occupation. All course outlines of record are required to have clearly stated measurable objectives and must be revised on a regular basis. Course level student learning outcomes are published on course syllabi and measured regularly according to an agreed upon two year schedule. Program level student learning outcomes are evaluated in the program review process and degree level student learning outcomes are incorporated into the annual review of college goals.

11. General Education
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

The WHCC catalog clearly lists the general education requirements for the associate degree. In addition, information is provided on general education requirements for students wishing to transfer to a California State University or University of California. Degree programs at WHCC require a minimum of 18 units in general education courses in the following areas: language and rationality (6 units); natural sciences (3 units); humanities (3 units); social science (3 units); and health education (3 units). The requirements are summarized in the general education requirements philosophy statement in the WHCC catalog available on the college website.

12. Academic Freedom
The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in

general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

West Hills College Coalinga supports academic freedom. The college's academic freedom policy for faculty and students is set forth in board Policy 313. This policy is made available in the WHCC catalog and on the WHCCD website.

13. Faculty
The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

WHCC currently employs 49 full-time and 50 part-time faculty. All faculty members meet minimum qualification requirements as established by California Code of Regulations, Title 5 or have been approved by the academic senate through the established equivalency policy. Names and degrees of all full-time faculty are published in the college catalog. The course schedule lists the specific faculty assigned to teach each course for the appropriate semester. On July 24, 2001, Board Policy 7215, which delineates the scope of faculty responsibilities, was approved.

14. Student Services
The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

WHCC provides comprehensive, accessible student service support programs that are consistent with the diverse study population and the college mission. The services include admissions, counseling, financial aid, and tutoring. Additional programs are provided for targeted groups such as Extended Opportunity Program and Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWORKs, Disabled Students Program and Services (DSPS), Student Support Services (SSS), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), and Upward Bound (UB). Counselors, advising specialists, and other program staff conduct outreach activities that distribute information about the services to prospective students. Information about the services is also published in the college catalog and on the WHCC website.

15. Admissions
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

WHCC adheres to the district approved admission policy, which is consistent with Title 5 regulations and the college mission. The policy clearly specifies the qualifications of students that apply for admission to WHCC and is published in the college catalog and on the WHCC website.

16. Information and Learning Resources
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

WHCC provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and online services to meet the educational needs of students. The library is staffed to provide assistance to students in the use of college resources. The library catalog and other electronic resources are available to all students regardless of location via the web anytime.

WHCC provides a full-service library and learning resource center that includes a collection of books, periodicals, reference materials, and electronic resources. The Rodney B. Fitch Library in Coalinga, contains over 13,000 square feet of space and includes a variety of rooms for public service. The remodeled library provides 179 seats for the general student population and office space for 7 staff. The learning resource center integrated technologies for collection development, a 48-station wireless network lab for students to use in conducting research, an executive videoconference room, video editing suites, and a tutorial center recently expanded to 38 computer stations.

In addition, WHCC remains committed to systematically enhancing library resources. Internet access and online computer search capabilities are available without charge to students in the Rodney B. Fitch Library as well as 40,000 holdings. A smaller library with limited services is available to students at NDC in Firebaugh with 330 square feet of space, 2,600 holdings, and an additional 1,000 ESL pamphlets for student checkout. The NDC library also serves as a tutorial center and houses the student wireless laptop program for general student use.

17. Financial Resources
The institution documents a funding base, financial resources and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial responsibility.

WHCC's funding base, financial resources, and plans for financial development are adequate to support the college mission and educational programs. Despite severe cuts in state funding to community colleges over the last several years, WHCC has continued to focus on student learning, institutional effectiveness, and financial responsibility. Through careful planning and budgeting processes, the college allocates resources to meet the mission of the college. The district vice chancellor of business services maintains all official budget and fiscal accountability documentation for the college.

The WHCCD foundation works closely with the community and WHCC to provide external funding whenever possible. In addition, the grants department works diligently to secure alternative funding to support educational programs.

18. Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

The WHCCD demonstrates financial accountability through the findings of an independent auditor secured by the board of trustees. The independent audit report is presented annually to the governing board in public session. In addition, the district required files and financial statements are filed with the California community college's chancellor's office. The district adheres to board approved policies and procedures regarding fiscal matters.

19. Institutional Planning and Evaluation
The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution

provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrating planning, resource allocation, implementation, and re-evaluation.

In keeping with the West Hills Community College District's integrated strategic planning, the WHCC Educational Master Plan, based on instructional and support program reviews and annual performance indicator data, directs the decisions made at every level of West Hills College Coalinga. The EMP ties decision making to the college's mission and assesses the success in fulfilling that mission. The most recent college EMP was completed in 2008 and updated in 2010. This plan incorporates internal and external scan data provided by the office of institutional effectiveness and is updated annually. The college Educational Master Plan drives resource planning, which includes technology, facilities, supplies, and instructional purchases.

The college's governance and planning model encompasses a systematic cycle of evaluation, integrating planning, resource allocation, implementation, and re-evaluation.

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and correction information concerning the following: general information, requirements, major policies affecting students, and locations or publications where other policies may be found.

Information pertinent to WHCC is published in the college catalog, brochures, and on the WHCC website. The college catalog is published in hard copy and available online. Information regarding admissions; fees; placement tests; academic regulations; special programs; non-traditional credit; students' rights and responsibilities; student services; student life; instructional services; transfer information; degree requirements; programs of study; course descriptions; and credentials of faculty and administrators are described in these documents. These documents are carefully checked for accuracy and updated on a regular basis.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will

make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

WHCC and the WHCCD board of trustees adhere to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). WHCC describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. A statement of accreditation for WHCC appears in its catalog.

Statement of Assurance
We certify that West Hills College Coalinga meets the eligibility requirements for accreditation.

Signed: Date:

_____   ___16 NOV 2010___
Dr. Willard Clark Lewallen, President
West Hills College Coalinga
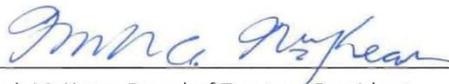
_____   _____
Mark McKean, Board of Trustees President
West Hills Community College District

Abstract of the Standards

Since the last accreditation visit, West Hills College Coalinga (WHCC) has grown and matured as a college within a multi-college district. WHCC has integrated strategic planning, program review, and student learning outcome (SLO) assessment throughout the institution in support of decision making. The reliance of the college on data to support improvement of programs and services has been increased and refined. These changes are delineated in the self evaluation of each standard.

Standard I.A

West Hills College Coalinga revised the mission and vision statements and updated the college goals as a result of broad based and inclusive review. The revised mission statement emphasizing student learning was approved by the board of trustees on August 24, 2010. The mission statement and supporting college goals are central to planning and decision making at all levels for the college involving all constituencies. The college educational master plan, program review, budget development process, human resource allocation, and Five Year Facilities Plan reflect the mission of the college.

Standard I.B

West Hills College Coalinga has made the development, implementation, and assessment of SLOs a priority. The focus on improving student learning and achievement of specified learning outcomes is reflected in the college planning and budget development processes. An ongoing and collegial dialogue about the continuous improvement of student learning, strategic planning, and institutional processes occurs within each of the governance councils. Measurable objectives for improving institutional effectiveness are established for the college goals

Based on the outcomes of collaborative and inclusive dialog, the college vision and mission statements were revised in 2010. The college goals and measureable objectives were also updated through this transparent and shared process. The new mission statement reflects the commitment to student learning.

In the 2008/09 academic year, the college engaged in self-reflective review of the governance council structure. The dialogue between and among faculty, staff, students, and administrators on improving institutional effectiveness led to a reorganization of the council structure. The revised governance council structure maintains the inclusive design of the councils and increases the efficiency of decision making for the college.

Standard II.A

High quality instruction in basic skills, career technical education programs, degree applicable, and transfer curriculum is core to the mission of West Hills College Coalinga. The college offers courses and programs to meet the changing needs of the communities served and demonstrate the institution's commitment to providing student centered learning opportunities locally and globally.

WHCC continues to develop programs to meet the needs of its diverse student population. For example, in 2008 the liberal arts program was redesigned into eight unique transfer and terminal degrees with four areas of emphasis. The new degrees allow greater flexibility for students allowing them to tailor a program to meet their unique educational needs and goals.

Faculty lead all levels of planning, implementing, evaluating, and improving instructional courses and programs. Student learning outcomes assessment and evaluation and program review are the cornerstones of data driven decision making for improvement of instruction at West Hills College Coalinga. Dialogue centered on student learning permeates throughout the campus. The Instructional Services Council, Basic Skills Initiative Committee, SLO Committee, and College Planning Council maintain a focus on achieving student outcomes through regular and ongoing review of assessment results, program review, and college performance indicators.

Standard II.B

WHCC provides traditional student services including admissions and records, counseling and advising, and financial aid. A wide variety of support programs and services designed to meet the needs of the diverse student population are available to enhance student success. These programs include Educational Opportunity Program and Services (EOPS), Cooperative Agencies Resources and Services (CARE), CalWORKs, Disabled Students Program and Services (DSPS), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Student Support Services (SSS), Upward Bound Math and Science (UBMS), and Upward Bound (UB). Student Services are provided on campus and online to reach students regardless of location.

The college ensures the quality of support services and demonstrates that the services, regardless of location or means of delivery, support student learning and enhance achievement of WHCC's mission through the program review process. Research data collected through a variety of means including the CCSSE, CCCCO data warehouse, internal surveys, and the district data warehouse are used to support decision making and program improvement to enhance student learning outcome attainment.

Standard II.C

West Hills College Coalinga has made significant improvement in the delivery of library and learning resources to students since the previous accreditation visit. The improvements include a complete inventory of library holdings to assure an accurate catalog, increased print resources directly linked to research assignments in general education courses, and greatly expanded online access to electronic resources. The most notable improvements are in the area of service. Under the direction of the librarian, library staff, tutoring staff, and media services personnel have adopted a service oriented approach in working with students and faculty. The result is a library that is a hub for students, the go to place for assistance with research, technology, and course content.

The Rodney B. Fitch Library in Coalinga houses tutorial services, a 39 workstation computer lab, media services, the faculty multimedia development lab, and the helpdesk in addition to traditional library materials. The library at North District Center, Firebaugh is limited to 330 square feet. Having reached the holding capacity, new acquisitions require that materials be removed to accommodate them. WHCC is working with Fresno County in planning a new joint use facility that would meet the needs of students and the community.

Standard III.A

The mission of WHCC includes commitment of college staff and resources to the student learning process. Consistent with the college mission, WHCC plans and allocates human resources to meet the needs of the diverse student population.

WHCC adheres to WHCCD board approved policies and procedures in recruiting and hiring faculty, staff and administrators. The district has clearly stated criteria, qualifications, and procedures for the selection of personnel. Job descriptions and positions related to the college mission and goals and are approved by the board of trustees. Job descriptions accurately reflect duties, responsibilities, working conditions, reporting relationship, salary range, benefits, selection process, and the statement of equal opportunity employer/Title 4/section 504 of ADA/Title 9/age discrimination.

WHCC ensures the effectiveness of its human resources by evaluating personnel systematically at stated intervals. Performance evaluation varies according to classification as administrator, classified manager, tenured full-time faculty, non-tenured full-time faculty, adjunct faculty, and classified staff. All evaluations include written criteria that have clear expectations of performance of assigned duties and participation in institutional responsibilities.

Standard III.B

WHCC provides a high quality, safe, and secure environment and equipment in support of its commitment to student learning. Since the last accreditation visit, the college has passed two general obligation bonds, one in the Coalinga-Huron area, and one in the north district area, to fund renovation and construction projects. The general obligation bonds serve as the district match for state capital project funding. Recently completed projects include the gymnasium renovation and wellness center construction in Coalinga and the restroom renovation and new parking lot construction at North District Center, Firebaugh. Planned projects include a new center in Firebaugh, agriculture science facilities at the Farm of the Future, and remodeling of the restroom facilities in the residence halls.

The director of maintenance and operations has overall supervisory responsibility for safety, shipping and receiving, transportation, parking, facility maintenance, grounds keeping, and custodial services. Additionally, the maintenance and operations department is responsible for event set up for many athletic, associated student body (ASB), district, college, and community events.

Standard III.C

Technology infrastructure, hardware and software support are provided by the WHCCD information technology services (ITS) department. Technology installations are uniform across the district to support ease of movement of faculty and staff between colleges in support of student learning. Software systems for administrative and instructional use are consistent across the district.

With the installation of a districtwide infrastructure, the district is able to provide both WHCC and NDC significantly more reliable and robust service. Resources available from both state and local bond funding were used to equip classrooms and offices with high-speed Internet connectivity over the districtwide area network (WAN) and local area network (LAN). The storage array network system affords redundancy and expandability to maintain a secure and reliable storage solution. Virtual blade servers allow incremental expansion of processing power as needed to support administrative and instructional programs and services.

Standard III.D

Institutional planning and budget development reflect the commitment to institutional effectiveness, dialogue, and student learning. During 2009/10 the college budget development process was revised to rely primarily on program review, inclusive of SLOs, and data in resource allocation. The new budget development process provides opportunity for resource allocation requests tied to program planning, college goals, and other initiatives.

The college maintains appropriate documentation of budgets and independent audits which reflect the appropriate allocation and use of financial resources to support student learning programs and services. The financial integrity of the institution is supported by the policies and procedures guiding the allocation and expenditure of college funds. All financial resources including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the college.

Standard IV.A

The role of faculty in the governance process is established by the college council structure. Through collaboration with the district and college administrators, faculty are relied upon as the primary experts in the areas of instruction and curriculum. The general purpose of the academic senate is to consult collegially with the board of trustees and its representatives in the governance of the college. The president of the academic senate serves on the College Planning Council, District Leadership Council, District Educational Coordinating Committee, and has regular meetings with the college president and separate meetings with the vice president of educational services.

The college governance council structure was revised in 2008/09 as a result of self evaluation of council effectiveness. Through an inclusive planning process a new structure was designed that maintains broad based representation of and input from all college constituencies in decision making.

Standard IV.B

The WHCCD board of trustees includes seven members who are elected at large and represent the six geographical regions of the district. The associated student body (ASB) elects a student trustee each year who is also a non-voting board member.

The governing board establishes policies consistent with WHCC's mission statement to ensure the quality, integrity and improvement of student learning programs and services. Proposed academic and student support policies and procedure changes are brought forward to the board of trustees from the District Leadership Council and from the college academic senate for review and approval. At monthly board meetings, WHCC informs the board through written reports and special presentations.

The president oversees the main student learning administrative areas, including instructional services; student services; maintenance and operations; and athletics. Although the president

has ultimate authority over the college's operation, the president delegates authority and responsibility to appropriate administrators of the college.

Organization of the Self Study

West Hills College Coalinga is an environment that values data as important elements in decision making and improvements designed to support student learning. Metrics are reviewed on a regular and ongoing basis to ensure that institutional effectiveness is maintained and increased. The college culture is one of self reflection and dialogue with the goal of improvement of student learning as the focus. The WHCC self evaluation of educational quality and institutional effectiveness is a formal presentation of the practice of self evaluation valued by the faculty, staff, and administration of the college.

The self study process was initiated in 2009 when Vice President of Educational Services/CIO/ALO, Jill Stearns, was selected as the administrative co-chair. Sarah Shepard, full-time faculty member and curriculum chair, was selected as the co-chair of the self study. The co-chairs collaborated with the president in developing a timeline and structure for the self study leadership team. A co-chair approach was determined to be the best fit for this small college with each accreditation standard being led by an administrator and full-time faculty member. The selected faculty and administrators engaged in formal training from ACCJC staff in the spring 2009 at West Hills College Lemoore.

The self study co-chairs worked collaboratively in assigning college staff and faculty to the standard subcommittees. Each individual was placed according to their individual strengths, years of experience, and area of expertise. The self study subcommittees were provided general information on the accreditation and self evaluation process in August 2009. Templates for response development, timelines, and expectations were shared with all participants. The subcommittees used MyWestHills for document sharing and online workspace during the self study process. A team site for the subcommittee chairs served as the primary vehicle for draft review of the self evaluation document.

As a college in a multi-college district, many service areas are centralized. The district support areas provided input throughout the self evaluation process in support of the colleges. The unified response from the district affords the opportunity for the information used by each of the colleges to be consistent and accurate.

During fall 2009, the self study subcommittees met to investigate, explore, and discuss the standards, descriptive summary, and self evaluation. Templates were used to ease the process of draft response development. Throughout spring 2010, the subcommittees developed the rough drafts into thorough narratives.

Surveys were created and distributed electronically to staff, faculty, students, and administrators during the summer and fall terms of 2010. The results of the surveys were aggregated by the office of institutional effectiveness and shared with the self study committees for inclusion in the self evaluation where the findings support planned improvements or significant findings.

Throughout the self study process, subcommittees were provided feedback on drafts and encouraged to rely on the accreditation reference materials supplied by ACCJC. Recommendations for changes to the report narrative were communicated to the co-chairs of the standard for consideration.

The president provided regular updates on the self evaluation process to the West Hills Community College District Board of Trustees at the monthly meetings. Updates were also provided to the Chancellor's Executive Cabinet, President's Executive Cabinet, and the College Planning Council on the progress of the self study report. Drafts of the report were available on MyWestHills throughout the self study process.

Self Evaluation Timeline

2009

March	Chair selection
April	Standard co-chair selection
May	Timeline development Standard team development
June	Evidence room/process set-up
July	Standard template revision Revise response to recommendations Revise planning agenda item response Draft eligibility requirements
August	Kick-off self study Standard effort
Sept - Dec	Draft Standard responses Collect evidence

November   Portal Standard team sites created

December   Final Standard templates due

2010

Jan – Feb   Standard teams draft responses

March 15   First draft Standards due

April   Standard edit and revision

May   Final drafts due from Standard co-chairs

June   Aggregate and edit Standards I and IV
June 22   President's Cabinet review Standard IA

July   Aggregate and edit Standards II and III
July 2   President's Cabinet review Eligibility Requirements
July 13   President's Cabinet review Standard IB
July 20   President's Cabinet review Standard IVA
July 27   President's Cabinet review Standard IVB

August 3   President's Cabinet review Standard IIA
August 10   President's Cabinet review Standard IIB
August 12   Flex Day all faculty review of Standards I – IV
August 17   President's Cabinet review Introduction and Response to
              Recommendations
August 24   President's Cabinet review Standard IIC
August 31   President's Cabinet review Standard IIID

September   Resource collection, District review and edits
September 7   President's Cabinet review Standard III.B
September 14 President's Cabinet Review Standard III.C
September 23 College Planning Council preview
September 28 President's Cabinet review Standard II.C

October 5   President's Cabinet review Standard II.A

October 7   President's Cabinet review Standard II.B
             Chancellor's Executive Cabinet approval

November 4   College Planning Council approval
             Final revisions and editing

December 7   Board of Trustees approval
             Printing

2011

January   Mail self study to ACCJC and visiting team

March   Site visit

Self Study Subcommittee Members

Self Study Co-Chairs

Sarah Shepard – Faculty, Business/Economics, Curriculum Committee Chair
Jill Stearns – Vice President of Educational Services, Accreditation Liaison Officer

Standard I: Institutional Mission and Effectiveness

David Reynolds, Co-chair – Associate Dean of Student Services
Marlese Roton, Co-chair – Faculty, Counselor
Laura Ames – Learning Skills Program Assistant
Mark Arce – Faculty, PE/Health, Head Basketball Coach
Sara Avila – Student Services Assistant/Library Technician
Sherry Barragan – Faculty, Psychiatric Technician
Rosemary Burciaga – Office Manager
Mike Burke, Ph.D. – Faculty, Biology
Antonio Garcia – PC and LAN System Specialist
Marcel Hetu, Ph.D. – Director, North District Center
Linda Jacobus – Faculty, ESL
Willard Lewallen, Ph.D. – President, West Hills College Coalinga
Frank Morales – Faculty, Psychiatric Technician
Catherine Noel – Faculty, Psychiatric Technician
Alicia Rocha – Advising Specialist
Juan Rubio – Advising Specialist
Rob Skaggs – Faculty English
Merlin Welch – Faculty, Heavy Equipment
Scott Wilson – Faculty, Math
John Wright – Programmer/Analyst

Standard II: Student Learning Programs and Services

Arkady Hanjiev, Co-chair – Faculty, Math, SLO Coordinator
Raquel Rodriguez, Co-chair – Associate Dean of Student Learning
Domenica Sanchez – Career Center Technician
Sandy Dagnino – Admissions and Records Assistant
Hector Dam-Mikkelsen – Faculty, Psychiatric Technician
Pilar Espinoza – Library Technician
Bertha Felix-Mata, Ed.D. – Director Title IV Projects
Connie Flores – Secretary
Jim Grant – Faculty, Communication
Paul Hodsdon – Faculty, English, Head Baseball Coach
Richard Jeffrey – Faculty, Work Experience
Anna-Lisa Little – Faculty, Child Development
Matt Magnuson – Faculty, Librarian

Idelle Mahrt – Helpdesk Coordinator
Natalie Marvel – Advising Specialist
Rhonda Mayer – Faculty, Psychiatric Technician
Sandy McGlothlin – Faculty, Counselor
Cherie Mitchell – Senior Secretary
Cecilio Mora – Senior Employment Readiness Specialist
Martha Rodriguez, Ed.D. – Faculty, Counselor
Brian Rouska – Tutor Coordinator
Emma Santos – Advising Specialist
Ken Sowden – Faculty, Math
Scott Sutherland – Faculty, English
Keith Stearns – Director of Academic and Information Systems/Registrar
Daniel Tamayo – Director International Students Program
Cal Tincher – Faculty, History/Humanities, Head Football Coach
Kira Tippins – Financial Aid Coordinator
Tom Winters – Faculty, Counselor

Standard III: Resources
Richard Larson Co-chair – Director Farm of the Future
Staci Mosher Co-chair – Faculty, Psychology/Sociology, Head Softball Coach
Shaun Bailey – Director of Maintenance and Operations
Becky Cantu – Administrative Assistant
Jay Darnell – Skilled Maintenance Worker
Melissa Delaney – Faculty, Art
Debbie Gore – Accounting Services Technician II
Cindy Hauki – Faculty, Computer Information Systems
Verna Hernandez – Director Health Careers
Brandon Hicks – Skilled Maintenance Worker
Troy Holsonbake – Faculty, Administration of Justice
Bruce Hunt – Faculty, Agriculture, Head Rodeo Coach
Tracey Jaurena – Faculty, Certified Athletic Trainer
Mark Millett – ITS Customer Support Operations Manager
Genie Pratt – Faculty, Child Development
Rhea Rehark-Griffith – Faculty, Spanish/English
Melissa Richerson – Human Resources Assistant
Thomas Robb – Educational Technology Specialist
Edwardo Sanchez – Media Services Assistant
Jeff Seed – PC and LAN System Specialist
Giselle Simon – Faculty, Counselor
Gina Tollison – Senior Secretary
Brandy Wilds – Faculty, English
Anita Wright – Director of Special Grant Programs
Steven Wright – Faculty, PE/Health, Assistant Football Coach

Standard IV: Leadership and Governance
Anita Bart, Co-chair – Faculty, Administration of Justice, Academic Senate President
Mark Gritton, Co-chair – Director of Athletics, Health, and PE
Paul Blair – PC and LAN System Specialist
Erin Corea – Faculty, Counselor
Jesse Cota – Advising Specialist
Clint Cowden – Faculty, Agriculture
Lorna Davis – Administrative Assistant
Eliseo Gamino – Director College Assistance Migrant Program
Al Graves, Ph.D. – Faculty, Geography
Trista Haggard – Advising Specialist
Donna Isaac – Executive Administrative Assistant
Jack Minnite – Member, WHCCD Board of Trustees
Jeff Wanderer – Faculty, Biology, Head Volleyball Coach
Kevin Wilds – Faculty, Political Science, Assistant Volleyball Coach

District Support Team
Pedro Avila – Vice Chancellor, Institutional Effectiveness and Enrollment Management
Cathy Barabe – Director of Grants
Carole Goldsmith, Ed.D. – Vice Chancellor, Ed. Services and Workforce Development
Frank Gornick, Ph.D. – Chancellor
Anne Jorgens – Budget Services Supervisor
Michelle Kozlowski – Director of Information Technology Services
Maria Lourenco – Instructional Operations Manager
Mark McKean – President, WHCCD Board of Trustees
Joe Savopolos – Distance Learning Operations Manager
Frances Squire – Executive Director WHCCD Foundation
Ken Stoppenbrink – Vice Chancellor, Business Services and Human Resources
Tammy Weatherman – Director of Fiscal Services
Susan Whitener – Associate Vice Chancellor, Educational Planning

Demographics

**Demographics:**

Student Access

During the 2009/10 academic year, West Hills College Coalinga (WHCC), including the students on its main campus, at the North District Center, Firebaugh (NDC), and students enrolled in online classes, totaled 5,078 unduplicated students; an increase of 41% in students served during the past six years. The 2009/10 decrease in enrollment was due to planned reduction of class sections as a result of reduced state funding. The growth in student population at West Hills College Coalinga is expected to continue on its upward trend as funding is restored.

WHCC generates approximately 51% of the district's unduplicated student headcount. It is important to note that approximately 27% of the students enrolled at WHCC are also enrolled at West Hills College Lemoore (WHCL) mainly through online courses. The colleges work collaboratively to coordinate and maintain consistency in services provided to online students.

WHCC District and WHC Coalinga Unduplicated Headcount

| Year	WHCCD	WHCC
04-05	7,679	3,596
05-06	7,953	3,541
06-07	9,155	4,361
07-08	10,274	5,052
08-09	11,148	5,712
09-10	9,875	5,078
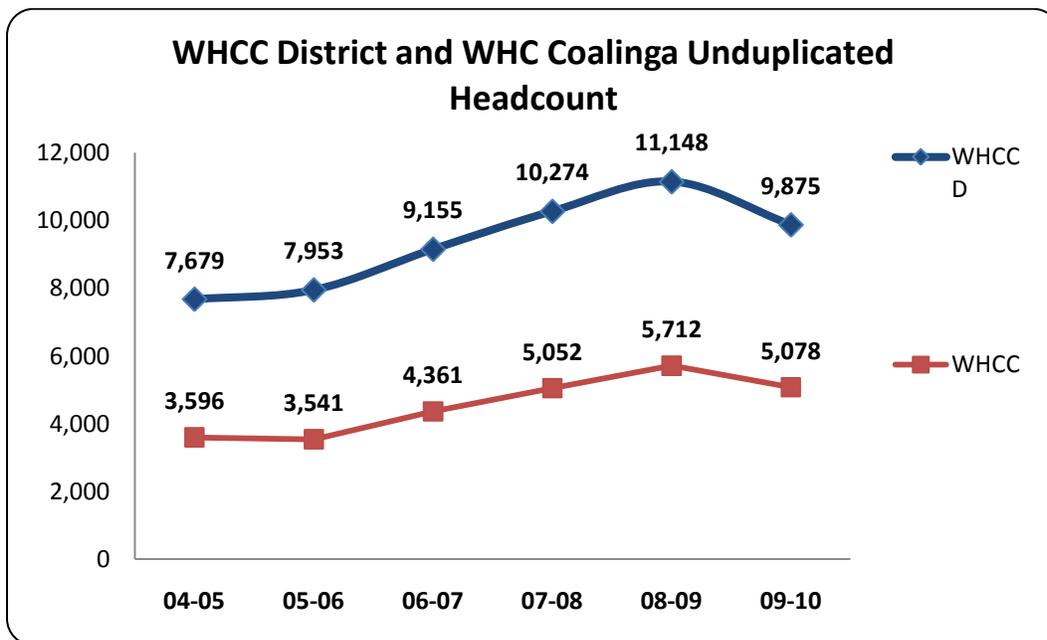
Source: WHCCD Data Warehouse

During the past six years, WHCC increased its full-time equivalent students (FTES) by 38%. West Hills College Coalinga generates approximately 45% of the district's FTES. Decline in FTES for 2009/10 was due to reduction of courses as a result of reduced state funding.

WHCCD & WHCC FTES Generated by Year

Year	Coalinga	District
04-05	1,759	4,414
05-06	1,791	4,521
06-07	1,874	4,800
07-08	2,210	5,316
08-09	2,433	5,768
09-10	2,423	5,449
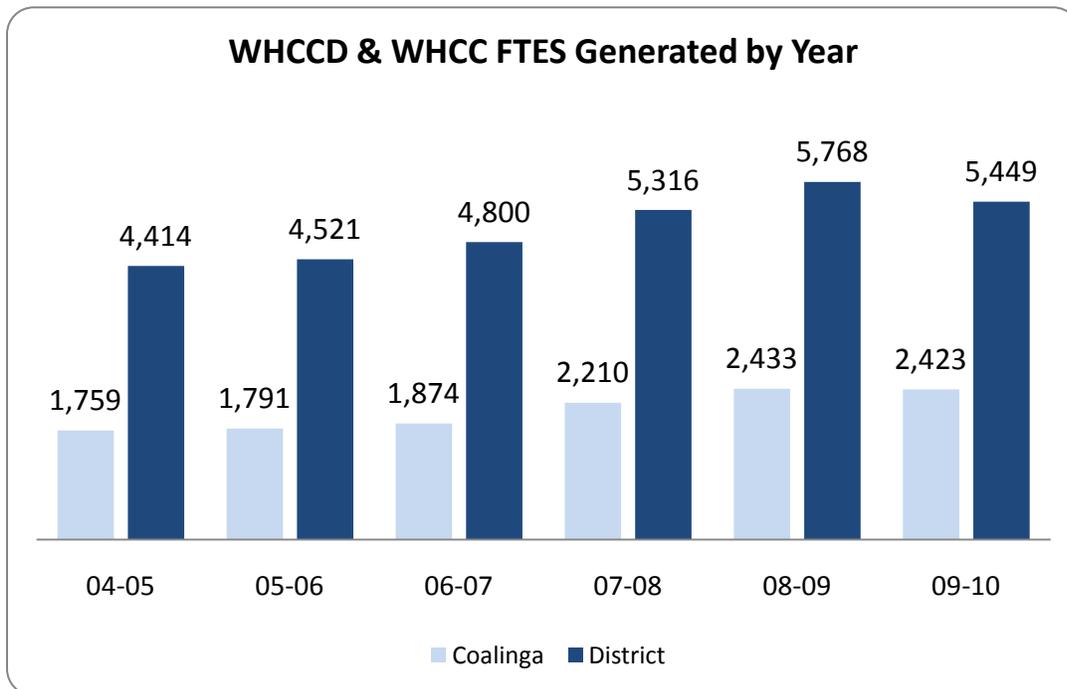
Source: WHCCD Data Warehouse
Note: This graph displays FTES generated which differs from FTES reported for apportionment.

West Hills College Coalinga students have the option of registering for courses at three different locations. Approximately 53% of students enroll in traditional courses at the Coalinga campus, 45% enroll in online courses, and 15% enroll in courses at the North District Center, Firebaugh. Approximately 57% of students enrolled in online courses are also enrolled in traditional face-to-face courses at the Coalinga campus, North District Center, or at West Hills College Lemoore.

WHC Coalinga Enrollments by Location

Year	Coalinga	Online	NDC, Firebaugh
04-05	1,756	1,473	836
05-06	1,755	1,847	564
06-07	2,032	2,282	818
07-08	2,291	2,735	770
08-09	2,579	3,097	921
09-10	2,702	2,274	758
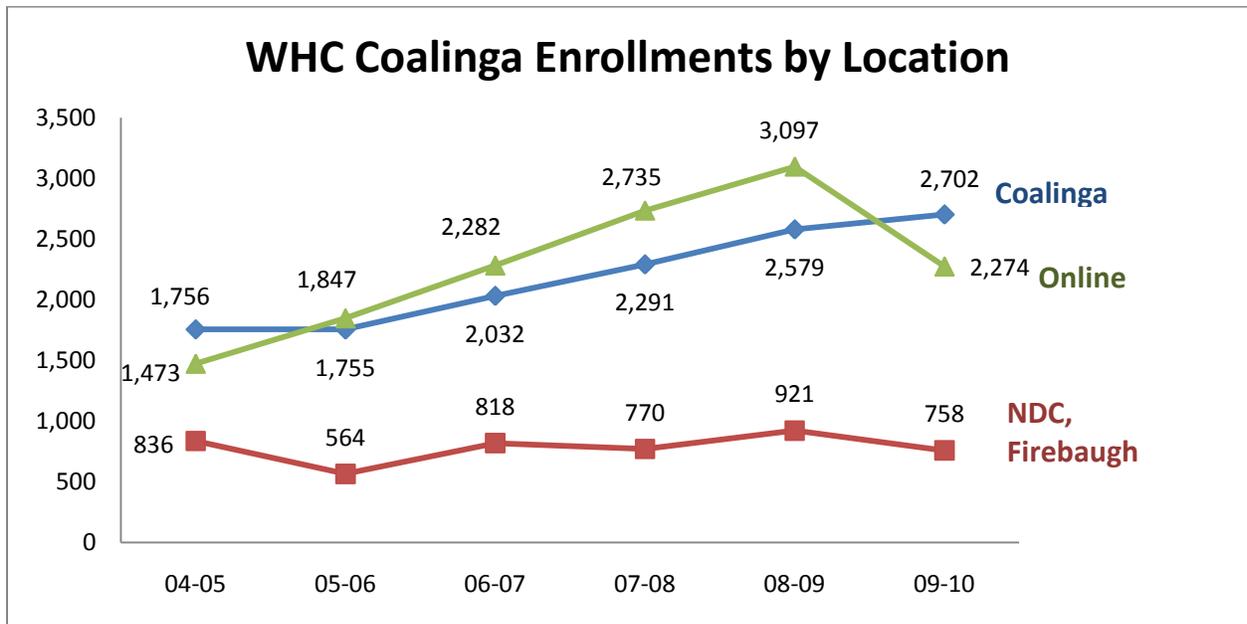
**Source:** WHCCD Data Warehouse
Note: Students enroll in multiple locations therefore headcount sum for all locations is greater than 100% of the overall college unduplicated headcount.

During the last six years there was a 29% increase in the number of duplicated enrollments at WHC Coalinga. Decline in duplicated enrollment from 04/05 to 05/06 was due to the elimination of non-credit supervised tutoring courses. Decline during the 2009/10 year was due to a planned reduction of class sections as a result of reduced state funding.

WHCC Duplicated Enrollments

Academic Year	Duplicated Enrollments
04-05	14,105
05-06	13,586
06-07	15,556
07-08	17,533
08-09	19,418
09-10	18,169
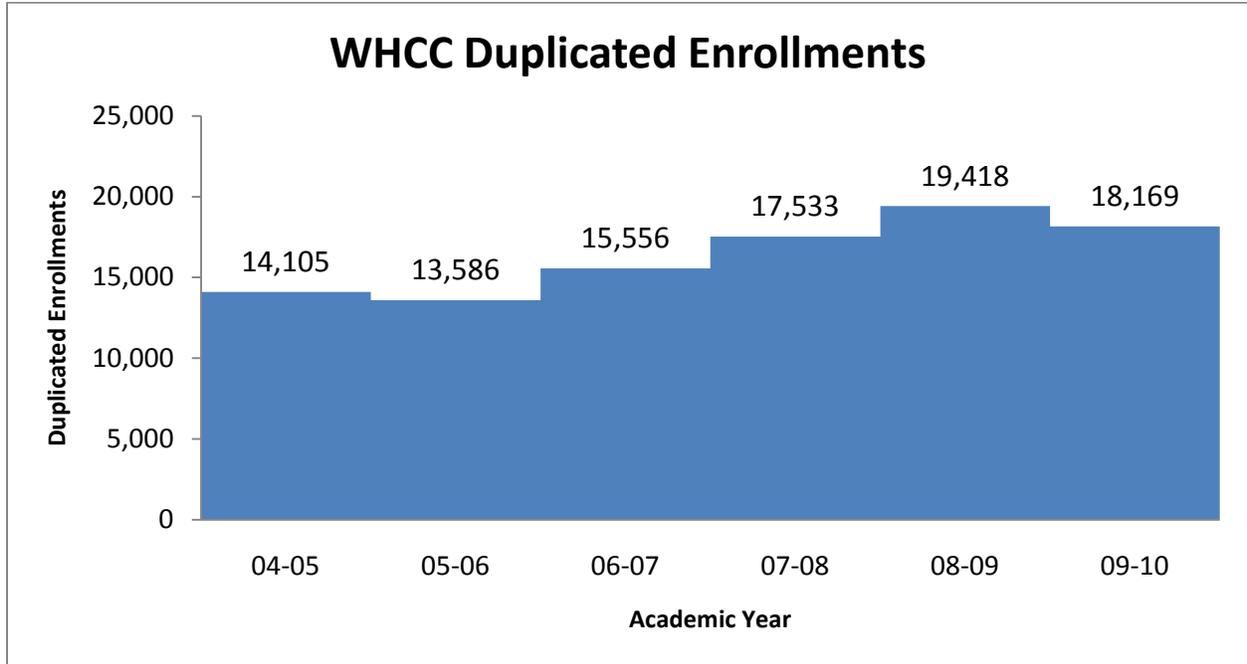
Source: WHCCD Data Warehouse

During the 2009/10 academic year there was a decline of evening and online duplicated enrollments. The decline in enrollment is related to the planned reduction of class sections as a result of reduced state funding. Full-time instructors teach the majority of morning and afternoon sections, because of load requirements, those sections were less impacted.

WHCC Duplicated Enrollments by Time of Day

	04-05	05-06	06-07	07-08	08-09	09-10
Morning	3,850	3,709	4,076	4,940	5,546	6,138
Afternoon	3,738	3,439	3,579	3,671	4,070	4,144
Evening	2,187	1,957	2,538	2,579	2,823	2,569
Online	2,380	3,497	4,310	5,306	5,839	4,205
TBA	1,782	920	952	995	1,089	1,003
Weekend						
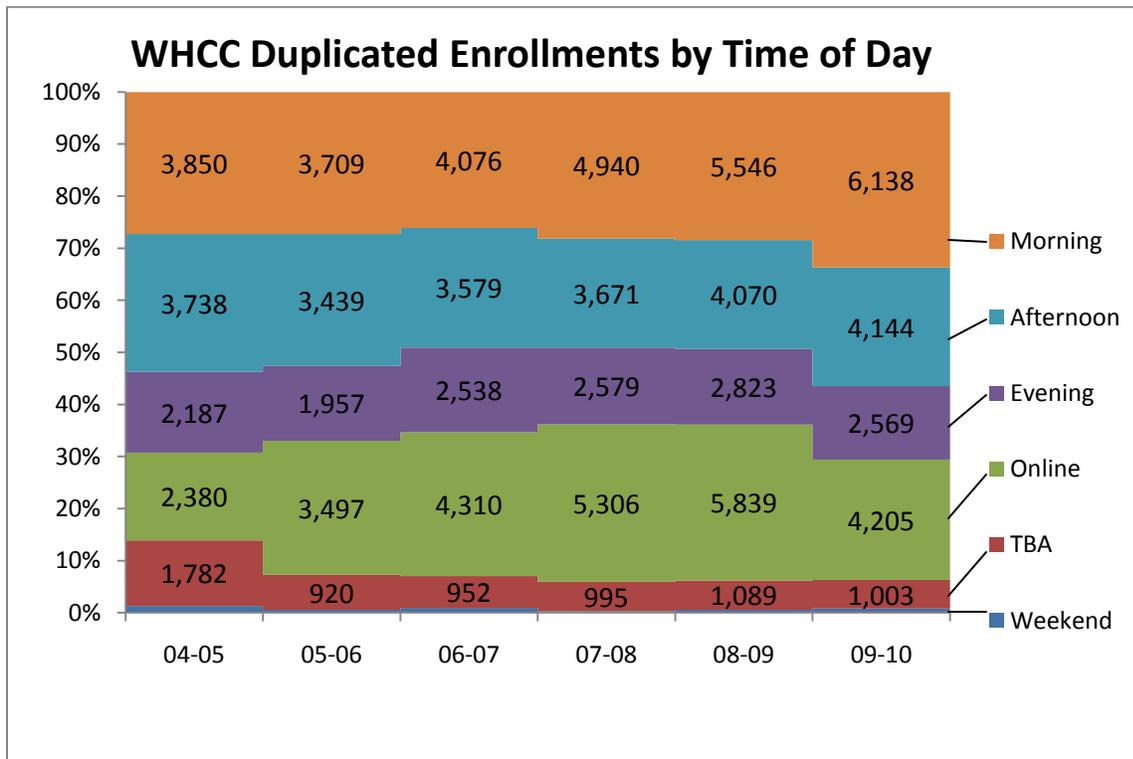
Fall Duplicated Enrollments by Subject

Source: WHCCD Data Warehouse

Subject	2004 Fall	2005 Fall	2006 Fall	2007 Fall	2008 Fall	2009 Fall
Administration of Justice	450	551	555	491	402	400
Agriculture	132	203	275	154	214	228
Agricultural Maintenance Mechanic	NA	NA	NA	NA	104	104
Allied Health	274	346	90	393	369	497
Art	103	105	287	360	337	392
Biology	358	514	592	466	602	622
Business	675	672	692	589	709	499
Chemistry	35	43	NA	NA	NA	NA
Child Development Center	334	471	427	654	414	569
Communication	136	100	95	94	86	136
Computer Information System	289	355	277	631	723	574
Economics	164	174	137	168	161	185
Education	NA	32	10	14	7	19
Education Assistant	17	10	24	6	6	10
Emergency Medical Training	26	34	30	20	NA	NA
English	962	912	1054	1116	1157	1056
English As a Second Language	156	128	264	260	296	258
Foreign Language Spanish	86	73	62	64	73	57
General Work Experience	60	71	78	89	93	121
Geography	181	118	94	103	161	186
Geology	NA	18	112	90	138	64
Guidance Studies	34	32	51	89	105	95
Health Education	257	266	393	363	415	461
Health Science	21	46	10	71	45	44
Heavy Equipment	NA	34	66	38	62	64
History	232	274	245	273	370	331
Humanities	95	81	83	144	121	104
Interdisciplinary Studies	148	238	236	274	250	228
Linguistics	NA	NA	NA	NA	13	NA
Mathematics	601	537	573	715	692	776
Music	NA	72	67	124	162	107
Non-Credit	425	37	125	422	417	446
Nutrition	NA	NA	82	121	61	53
Performing Arts	160	133	228	107	110	117
Philosophy	64	59	49	36	35	42
Physical Education	542	451	645	637	756	764
Physical Science	98	76	54	80	78	86
Political Science	159	106	206	205	288	303
Psychology	245	297	131	169	167	262
Social Science	105	15	NA	NA	NA	NA
Sociology	117	135	155	222	188	237
Welding Technology	NA	NA	40	86	2	37

During the past six academic years, WHCC has increased its vocational course enrollments by 105%. West Hills College Coalinga offers a number of career technical education options that include psychiatric technician, child development, precision agriculture, computer information systems, and business.

WHC Coalinga Vocational Courses Enrollment
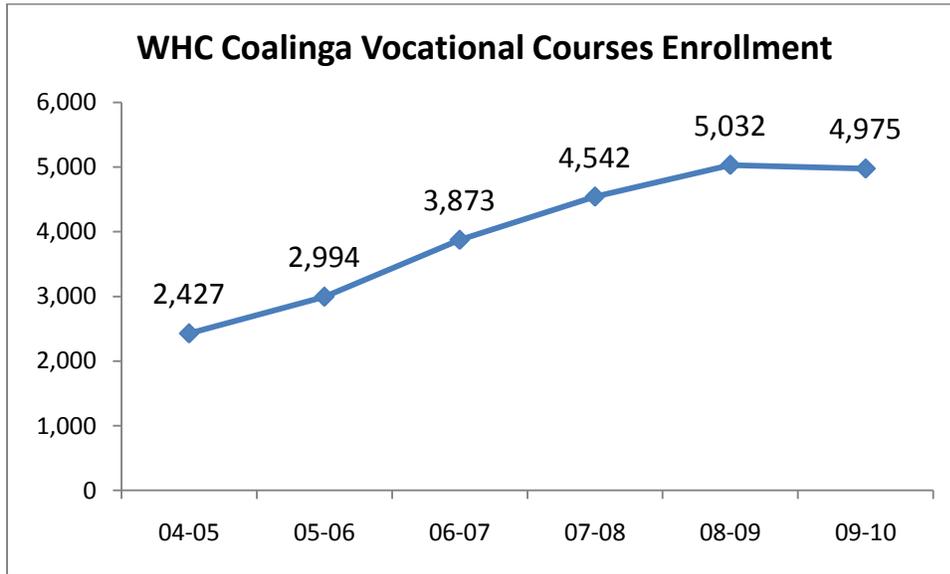
Source: WHCCD Data Warehouse

Note: Enrollments based on vocational courses coded as "clearly occupational" or "advanced occupational"

West Hills College Coalinga Service Area

While the West Hills Community College District is comprised of parts of five counties, the service area for the college primarily includes ten cities; Avenal, Coalinga, Huron, Cantua Creek, Firebaugh, Helm, Mendota, Riverdale, San Joaquin, and Tranquillity.

The population of West Hills College Coalinga service area is relatively young, with 38 percent of the residents between 20 and 39 years old. The ethnic demographics reveal that 72 percent of the population is Hispanic and 20 percent is white, with considerably lower percentages for all other ethnicities. The gender distribution in the service area is 38% female and 62% male.

Age	WHCC Service Area (10 Cities in 5 Counties)	
	2008 Population	% of Population
Under 5 years	7,133	8%
5 to 9 years	6,107	7%
10 to 14 years	6,058	7%
15 to 19 years	7,114	8%
20 to 24 years	8,747	10%
25 to 29 years	9,147	11%
30 to 34 years	7,359	9%
35 to 39 years	6,885	8%
40 to 44 years	6,147	7%
45 to 49 years	5,129	6%
50 to 54 years	3,890	5%
55 to 59 years	3,173	4%
60 to 64 years	2,380	3%
65 to 69 years	1,600	2%
70 to 74 years	1,095	1%
75 to 79 years	803	1%
80 to 84 years	626	1%
85 years and over	704	1%
Total	84,097	

Race/Ethnicity	WHCC Service Area (10 Cities in 5 Counties)	
	2008 Population	% of Population
White	16,858	20.0%
Hispanic	60,339	71.8%
Black or African American	4,738	5.6%
American Indian or Alaska Native	404	0.5%
Asian	665	0.8%
Native Hawaiian and other Pacific Islander	60	0.1%
Two or more races	1,032	1.2%
Total	84,097	

Gender, WHCC Service Area (10 Cities)	2008 Population	% of Population
Females	32,288	38%
Males	51,810	62%
Total	84,098	

Source: Economic Modeling Specialists Inc.

Feeder High Schools

The outreach philosophy of the district encourages recruitment of students from all high schools within the service area. Due to proximity, Avenal, Coalinga, Firebaugh, Mendota, and Tranquillity high schools have the highest enrollments at WHCC. Twenty seven percent of WHCCD students are enrolled at both colleges. This is due to the availability of online course from both colleges. Approximately 66% of feeder high school students are Hispanic, 24% White, 3.8% African American, and 6.2% from other ethnicities.

Student Ethnicity of Feeder High Schools

School	Native American	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple or No Response
Avenal	0	2	0	0	615	6	28	0
Coalinga	2	13	4	6	921	16	237	10
Firebaugh	0	0	0	0	688	3	40	6
Hanford	12	30	6	23	890	97	756	29
Hanford West	5	58	2	63	962	124	511	88
Laton	0	0	0	0	168	1	37	1
Lemoore	47	23	13	141	842	134	728	48
Mendota	0	4	0	0	645	0	0	0
Riverdale	0	3	0	1	459	5	108	0
Tranquillity	2	3	0	0	493	1	16	0
Total	68	136	25	234	6,683	387	2,461	182
Percent	0.7%	1.3%	0.2%	2.3%	65.7%	3.8%	24.2%	1.8%

Source: WHCCD Data Warehouse

The table below shows the percent of feeder high school graduates who enroll at any WHCCD location the fall following high school graduation. The district and the colleges monitor these rates on a regular basis to ensure the appropriate outreach is being provided to all feeder high schools. Proximity to the college and transportation are barriers that impact participation rates. WHCC has recently developed a partnership with the city of San Joaquin, whose students attend Tranquillity High School, and secured a facility to provide courses using a variety of distance education modalities. This is an example of the college's commitment to improve participation rates in remote locations where transportation is a barrier.

% Feeder High School Graduates Enrolled at WHCCD in the Fall Following High School Graduation

High School	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Coalinga	39%	52%	43%	39%	32%
Mendota	25%	28%	26%	31%	32%
Lemoore	35%	39%	44%	30%	27%
Avenal	36%	69%	40%	38%	26%
Riverdale	9%	18%	24%	9%	23%
Firebaugh	33%	32%	33%	25%	23%
Hanford	19%	30%	31%	17%	20%
Hanford West	22%	15%	19%	31%	15%
Tranquillity	17%	13%	6%	7%	7%
Laton	30%	9%	15%	12%	3%

Source: WHCCD Data Warehouse

West Hills College Coalinga, Overall Student Demographics

Based on the 2009/10 data, approximately 50% of WHCC students are Hispanic, 27% white, 8% African American, 5% Asian, and 10% from other ethnicities. The representation of African American and Asian students is higher in comparison to the college's service area. This is due to the college Athletic and International programs and its residence halls which attract students from outside its service area.

Fifty-five percent of WHCC students are female and 43.5% male with an increase of approximately 3% in males during the last six years; mainly due to new course offerings at the Claremont Custody Center (male detention center). The majority of students (60%) are 19 to 24 years old.

WHC Coalinga	04-05	05-06	06-07	07-08	08-09	09-10
Ethnicity	%	%	%	%	%	%
African American	5.8	6.7	5.7	7.0	7.2	7.9
Asian	2.6	3.2	3.6	4.3	4.7	4.5
Filipino	1.2	1.4	1.3	1.4	1.7	1.8
Hispanic	54.2	50.9	53.1	52.1	50.1	50.0
Native American	1.1	1.2	1.2	1.1	1.1	1.1
Other	0.8	0.8	1.0	0.0	0.0	0.0
Pacific Islander	0.6	0.5	0.5	0.5	0.5	0.6
Unknown/DTS	3.3	4.1	4.6	5.1	7.0	7.0
White	30.4	31.4	29.0	28.5	27.8	27.0
Total	**100**	**100**	**100**	**100**	**100**	**100%**

WHC Coalinga	04-05	05-06	06-07	07-08	08-09	09-10
Gender	%	%	%	%	%	%
Female	62.7	59.2	59.4	58.1	58.6	55.1
Male	37.3	40.6	40.0	41.5	40.6	43.5
Unknown/DTS	0.0	0.2	0.6	0.4	0.8	1.3

AGE	04-05	05-06	06-07	07-08	08-09	09-10
WHC Coalinga	%	%	%	%	%	%
-19	31.26	28.3	32.0	29.1	28.7	29.0
20-24	31.51	32.4	28.7	29.2	29.8	31.3
25-29	12.32	13.2	13.1	15.1	13.9	13.8
30-49	20.91	22.4	22.4	23.3	23.4	22.1
50+	3.98	3.6	3.8	3.2	4.1	3.7
Unknown/DTS	0.03	0.0	0.0	0.1	0.1	0.2

Source: WHCCD Data Warehouse

Student Achievement Data

West Hills College Coalinga and its North District Center, Firebaugh participated in the Community College Survey of Student Engagement (CCSSE) during the spring 2007 and spring 2008 semesters. All results were statistically equal or higher than the comparison group benchmark. In particular, WHCC student responses rated higher than the comparison benchmark in the following areas: Frequency of computer lab usage; made class presentations; prepared two or more drafts of a paper or assignment before turning it in; number of assigned textbooks, manual, books, or book-length packs of course reading; number of written papers or reports of any length; frequency of career counseling; and the college helping students cope with non-academic responsibilities (work, family, etc.). WHCC is scheduled to administer the CCSSE again in spring 2011.

Community College Survey of Student Engagement (CCSSE) Results

Area of Measurement	Coalinga + / - Benchmark	
	2007	2008
Active and Collaborative Learning	8.9	6.2
Student Effort	6.4	4.7
Academic Challenge	1.6	0.5
Student-Faculty Interaction	2.1	-0.15
Support for Learners	11.5	8.3

During the 2009/10 academic year, the average number of units per student increased by approximately 1.3 units from the previous year. This was due in part to an increase of full-time students driven by high unemployment rates in the area.

Term	WHCC Average Units Per Student		
	Headcount	Total Units	Units/Headcount
04-05	3,596	43,516	12.1
05-06	3,541	45,354	12.8
06-07	4,361	47,346	10.9
07-08	5,052	55,799	11.0
08-09	5,712	59,602	10.4
09-10	5,078	59,363	11.7

Source: WHCCD Data Warehouse

Approximately 65% of students at WHC Coalinga are enrolled part-time and 35% are enrolled full-time. The percentages fluctuate slightly throughout the years with an increase of 6% in full-time students during the 2009/10 academic year.

Percent of Full-Time & Part-Time Students

WHCC	% Part-Time	% Full-Time
04-05	60%	40%
05-06	59%	41%
06-07	66%	34%
07-08	69%	31%
08-09	70%	30%
09-10	64%	36%

Source: WHCCD Data Warehouse

Approximately 50% of first-term students persist from their first fall term to the next.

WHC Coalinga Fall to Fall Persistence Rates of First-Term Students	
Terms	**% Persisted**
2004 Fall to 2005 Fall	53%
2005 Fall to 2006 Fall	51%
2006 Fall to 2007 Fall	50%
2007 Fall to 2008 Fall	47%
2008 Fall to 2009 Fall	53%

Source: WHCCD Data Warehouse

Note: Based on students who enrolled in at least 6 units during first-term

Success and retention rates have been stable at WHCC for the past five years with a slight increase in retention during the 2008/09 and 2009/10 academic years.
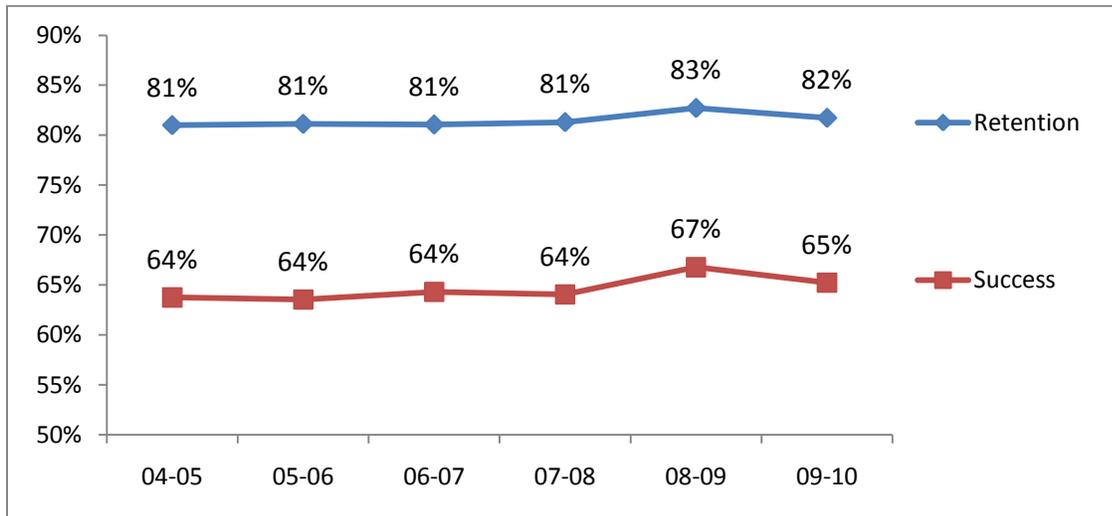
Definitions: Course Retention Rate is based on the percent of students who remain in the course after the census date until the end of the term. Course Success Rate is based on the percent of students who earn a successful grade in the class. Course grades of NC, D, F, I, NP or W are considered to be unsuccessful. Source: WHCCD Data Warehouse

Approximately 20% of WHCC FTES are generated from online education. Online courses at WHCC and other CA community colleges have lower retention and success rates than traditional face-to-face courses. The table below provides the average retention and success rates for all CA community colleges in comparison to WHCC online retention and success rates. Retention and success rates for WHCC are at par with the CA community college average rates. WHCCD has developed a Distance Education Strategic plan that focuses on increasing retention and success rates for students enrolled in distance education courses.

WHCC Online Success & Retention Rate Comparison to CA CC Average

	04-05	05-06	06-07	07-08	08-09	09-10
WHCC Online Retention	72%	76%	73%	75%	75%	77%
CA CC Online Retention	78%	75%	75%	75%	79%	
WHCC Online Success	55%	56%	54%	55%	57%	58%
CA CC Online Success	58%	56%	56%	56%	58%	
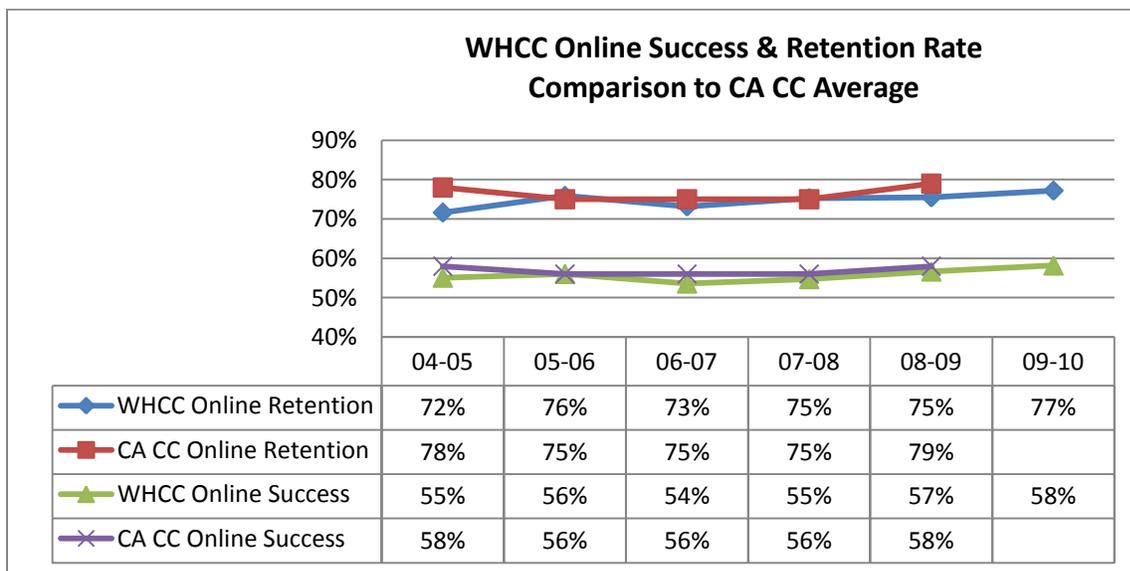
Source: WHCCD Data Warehouse; CA Community College Chancellor's Office Data Mart. Note: CA CC data not available for 09-10

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The California Standards Test (CST) results revealed low levels of proficiency in English/language arts and mathematics of students at the 11th grade level in feeder high schools. This implies a potential need for morebasic skills sections available for first-term students matriculating to the college. With the new math and English requirements, approximately 87% and 90% of students place in developmental math and English courses, respectively.

From 2004/05 to 2008/09 enrollments for basic skills English increased by 35%. The 2008/09 decline in English enrollments was due to a change in format. Starting in 2009/10, basic skills English and writing courses were combined into one course therefore lowering the number of duplicated English enrollments. During the last six years, enrollments for math and ESL have increased by 263% and 73%, respectively.

Source: WHCCD Data Warehouse

45
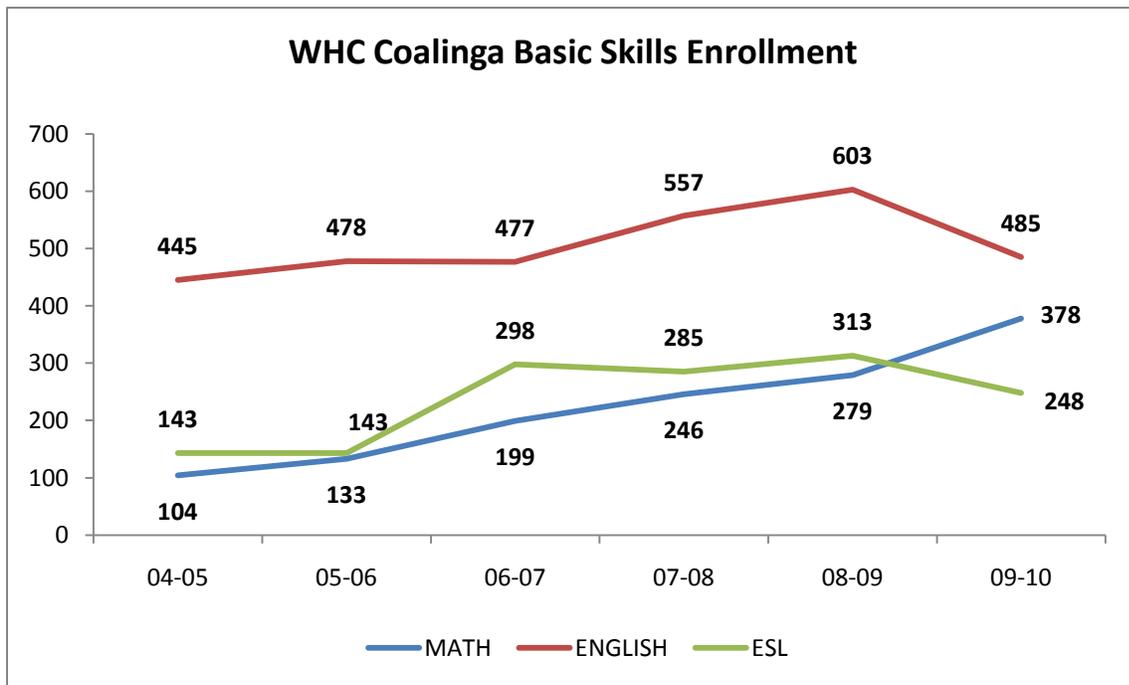
WHCC basic skills classes have success rates above the statewide average. Math, English, and ESL success rates are above the statewide average of 52%, 59.3%, and 70.6%, respectively. Math success and retention rates experienced a decline during the 2007/08 academic year due to variation in instructor grading. (Statewide data based on Board of Governor's Report on System's Basic Skills)

WHC Coalinga Basic Skills Success Rates

WHC Coalinga Basic Skills Retention Rates
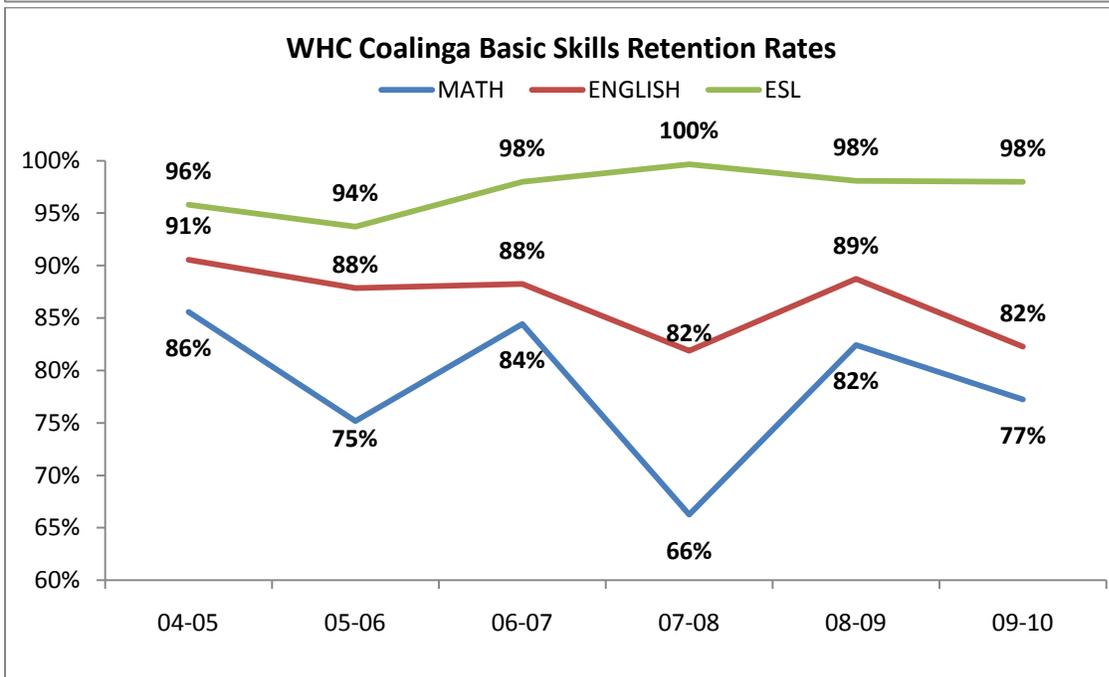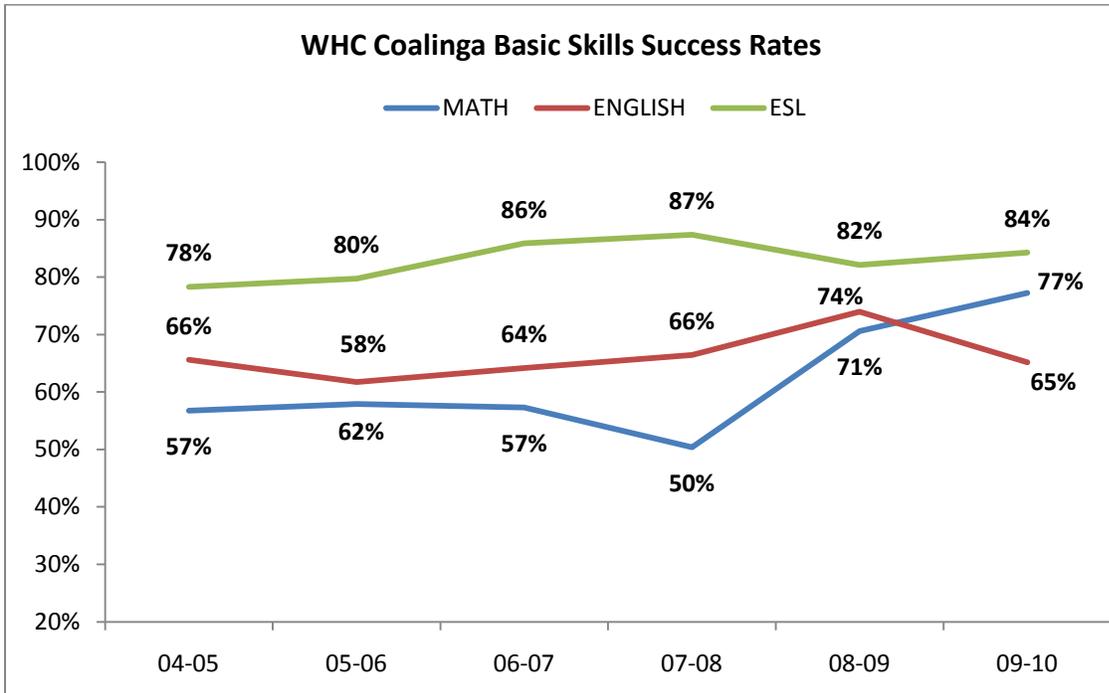
Source: WHCCD Data Warehouse

WHCC District officially became a two college district in spring of 2006. Prior to the 2006/07 academic year, all degrees and certificates conferred by WHC District were reported under WHCC. Starting with the 2006/07 academic year, WHCC and WHCL began to report degrees conferred separately. The total number of degrees and certificates conferred by West Hills College Coalinga has been steadily increasing over the past four years. During the past six years WHCC has granted 2,280 degrees and certificates. The majority of degrees conferred have been Liberal Studies degrees listed under the Interdisciplinary Studies Program.

WHCC Degrees & Certificates Conferred

Award Type	Program Type	04-05	05-06	06-07	07-08	08-09	09-10
AA	Agriculture and Natural Resources (01)	1					
AS	Agriculture and Natural Resources (01)	1			2	4	2
Certificate 6-18 Units	Agriculture and Natural Resources (01)				3	11	6
AS	Biological Sciences (04)	1	1			2	
AA	Business and Management (05)	44	49	17	20	17	13
AS	Business and Management (05)		3		1		4
AA	Education (08)					2	
AS	Education (08)					1	
AA	Family and Consumer Sciences (13)	16	23	10	19	16	5
AS	Family and Consumer Sciences (13)	3	3			1	
AA	Fine and Applied Arts (10)		1		2	1	2
AA	Health (12)	4	5	2	2		11
AA	Information Technology (07)	8	10	3	3	1	2
AA	Interdisciplinary Studies (49)	246	294	121	103	105	101
AA	Mathematics (17)	4	3	1	1		
AA	Psychology (20)	17	17	4	2	3	5
AA	Public and Protective Services (21)	32	33	14	12	19	10
AA	Social Sciences (22)	6	9	6	6	8	3
AS	Health (12)	38	50	7	23	19	38
AS	Information Technology (07)	3	5	1	2	4	
AS	Psychology (20)	1					
AS	Public and Protective Services (21)	6	4	6	1	2	4
Certificate 18-30 Units	Business and Management (05)	5	6	6	8	4	6
Certificate 18-30 Units	Family and Consumer Sciences (13)			1		10	2
Certificate 18-30 Units	Engineering and Industrial Technologies (09)		1				
Certificate 18-30 Units	Information Technology (07)	2	3	5	7	5	4
Certificate 30-60 Units	Business and Management (05)	2			2		
Certificate 30-60 Units	Family and Consumer Sciences (13)	5	18	8	10		3
Certificate 30-60 Units	Health (12)	90	54		73	48	96
Certificate 30-60 Units	Interdisciplinary Studies (49)						10
Certificate 6-18 Units	Education (08)			1	2		
Certificate 6-18 Units	Family and Consumer Sciences (13)	4	1	1	3	1	9
Certificate 6-18 Units	Fine and Applied Arts (10)	4					1
Certificate 6-18 Units	Interdisciplinary Studies (49)						1
Certificate 6-18 Units	Media and Communications (06)					1	1
Grand Total		**543**	**593**	**214**	**307**	**284**	**339**

Source: California Community College Chancellor's Office Data Mart

The annual number of transfers to four-year institutions was based on students who completed at least 12 units at WHCCD and stopped attending WHCCD prior to transferring to a four year institution. The number of students transferring to four year institutions has increased over the six years observed. Approximately 33% of all WHCC transfers attend CSU, Fresno. Fresno Pacific, University of Phoenix, and National University, in that particular order, are the next institutions of choice for WHCC student transfers. The WHCCD office of institutional effectiveness works closely with the CSU Fresno research office to track the progress of WHCCD transfers. Data demonstrates that West Hills College Coalinga transfers perform at par or better in the areas of GPA, retention, and graduation rates when compared to other Central Valley community colleges.

WHCC Student Transfers to Four Year Institutions

	2004	2005	2006	2007	2008	2009
In State Private	3	8	7	15	20	23
Out of State Private	13	9	11	17	13	9
In State Public	43	37	45	52	52	66
Out of State Public	24	15	20	20	22	18

WHC Online Student Transfers to Four Year Institutions

	2004	2005	2006	2007	2008	2009
In State Private	10	14	11	14	40	45
Out of State Private	4	3	11	22	21	29
In State Public	4	3	13	16	37	40
Out of State Public	2	2	2	6	8	11

Source: National Student Clearing House; WHCCD Data Warehouse

Fulltime Employee Demographics

The following tables describe fulltime employee demographics by job classifications.

Administration

Age	n	%
25-34	0	0.0
35-54	7	63.6
55-59	2	18.2
60+	2	18.2
Total	**11**	**100.0**

Ethnicity	n	%
Hispanic	4	36.4
White	7	63.6
Total	**11**	**100.0**

Gender	n	%
F	5	45.5
M	6	54.5
Total	**11**	**100.0**

The majority of administrators are between 35-54 years old and predominantly White and male.

Classified Management

Age	n	%
25-34	4	40.0
35-54	3	30.0
55-59	0	0.0
60+	3	30.0
Total	**10**	**100.0**

Ethnicity	n	%
African-American	1	10.0
Hispanic	6	60.0
White	3	30.0
Total	**10**	**100.0**

Gender	n	%
F	5	50.0
M	5	50.0
Total	**10**	**100.0**

The majority of classified managers are between 25 to 54 years old and predominantly Hispanic.

Faculty

Age	n	%
25-34	3	6.5
35-54	25	54.3
55-59	7	15.2
60+	11	23.9
Total	**46**	**100.0**

Ethnicity	n	%
African-American	1	2.2
Filipino	2	4.3
Hispanic	3	6.5
White	40	87.0
Total	**46**	**100.0**

Gender	n	%
F	23	50.0
M	23	50.0
Total	**46**	**100.0**

The majority of faculty are between 35-54 years old and predominantly White.

Classified

Age	n	%
25-34	35	40.7
35-54	42	48.8
55-59	3	3.5
60+	6	7.0
Total	**86**	**100.0**

Ethnicity	n	%
African-American	2	2.3
American Indian	1	1.2
Asian	1	1.2
Hispanic	57	66.3
White	25	29.1
Total	**86**	**100.0**

Gender	n	%
F	58	67.4
M	28	32.6
Total	**86**	**100.0**

89.5% of classified staff is below 55 years and predominantly Hispanic and female.

Organizational Charts

West Hills College Coalinga

District Office Functions with Support Responsibilities to the Colleges

Willard Lewallen
President

Lorna Davis
Administrative Assistant

Shaun Bailey
Director of
Maintenance & Operations

Mark Gritton
Director of Athletics, Health
and Physical Education

Marcel Hetu
Director of
North District Center

Richard Larson
Director of
Farm of the Future

Jill Stearns
Vice President of
Educational Services

Gary Boyd
Food Services
Manager

Rosemary Burciaga
Office Manager

Javier Cazares
Claremont Custody Center
Education Coordinator

Ron Danner
Director of
Residential Living

Eliseo Gamino
Director of
CAMP Grant

Bertha Felix-Mata
Director of
Title IV Projects

Verna Hernandez
Director of
Health Careers

Frances Squire
Executive Director of WHCC Foundation

David Reynolds
Associate Dean of
Student Services

Pedro Avila
Vice Chancellor of Institutional Effectiveness
and Enrollment Management

Raquel Rodriguez
Associate Dean of
Student Learning

Carole Goldsmith
Vice Chancellor of Educational Services
and Workforce Development

Daniel Tamayo
Director of International
Student Services

Ken Stoppenbrink
Vice Chancellor of Business Services

COLOR LEGEND:

Board of Trustees

Administrative Employees

Classified Management Employees

Confidential Employees

Reorganization approved by Board of Trustees: 9/22/09
Effective: 10/1/09

West Hills Community College District
Chancellor's Office

Frank Gornick
Chancellor

Donna Isaac
Executive Assistant
to the Chancellor

Elaine Howard
Administrative Secretary

Frances Squire
Executive Director
of WHCC Foundation

(VACANT)
Treasurer and Auditor

Willard Lewallen
President
West Hills College Coalinga

Don Warkentin
President
West Hills College Lemoore

Pedro Avila
Vice Chancellor of Institutional Effectiveness
and Enrollment Management

Carole Goldsmith
Vice Chancellor of Educational Services
and Workforce Development

Ken Stoppenbrink
Vice Chancellor of Business Services

Jana Cox
Director of
Financial Aid

Maria Lourenco
Instructional Operations
Manager

Cathy Barabe
Director of Grants

David Castillo
Director of Westside
Institute of Technology (WIT)

Becky Cantu
Administrative Assistant

Anne Jorgens
Budget Services
Supervisor

Frances Squire
Director of Marketing

Keith Stearns
Dir. of Academic & Info.
Systems/Registrar

Michelle Kozlowski
Director of Information
Technology Services

Kathy Watts
Director of Child
Development Centers

(VACANT)
Director of
Human Resources

Tammy Weatherman
Director of
Fiscal Services

(VACANT)
Web Administrator

Susan Whitener
Associate Vice Chancellor of
Educational Planning

COLOR LEGEND:
Board of Trustees
Administrative Employees
Classified Management Employees
Confidential Employees

Reorganization approved by Board of Trustees: 9/22/09
Effective: 10/1/09

WHCCD 2009 Function Mapping Survey Results

Question: Where does the functional responsibility lie?

Department	District Office (Centralized)	Colleges (Decentralized)	Don't Know	Response Count
Athletics	2.2% (2)	**97.8% (87)**	0.0% (0)	89
Accounting	**96.6% (86)**	3.4% (3)	0.0% (0)	89
Payroll	**98.9% (88)**	1.1% (1)	0.0% (0)	89
Grant Development	**96.6% (86)**	3.4% (3)	0.0% (0)	89
Tutoring	5.6% (5)	**94.4% (84)**	0.0% (0)	89
Student Services	1.1% (1)	**98.9% (88)**	0.0% (0)	89
Human Resources	**95.5% (85)**	3.4% (3)	1.1% (1)	89
Library	1.1% (1)	**97.8% (87)**	1.1% (1)	89
Maintenance	5.6% (5)	**93.3% (83)**	1.1% (1)	89
Catalog/Schedule Development	16.9% (15)	**73.0% (65)**	10.1% (9)	89
Technology Development & Planning	**76.4% (68)**	13.5% (12)	10.1% (9)	89
Program Development	20.2% (18)	**69.7% (62)**	10.1% (9)	89
Bookstore	24.7% (22)	**64.0% (57)**	11.2% (10)	89
Community Education	11.2% (10)	**76.4% (68)**	12.4% (11)	89
Online Instruction/Services	**51.7% (46)**	36.0% (32)	12.4% (11)	89
Help Desk	**43.8% (39)**	**43.8% (39)**	12.4% (11)	89
Video Conferencing	30.3% (27)	**57.3% (51)**	12.4% (11)	89
Research	**79.8% (71)**	5.6% (5)	14.6% (13)	89
Workforce/Economic Development	**57.3% (51)**	27.0% (24)	15.7% (14)	89
Child Development Centers	**44.9% (40)**	38.2% (34)	16.9% (15)	89
Vocational and Technical Education Act (VTEA)	**41.6% (37)**	**41.6% (37)**	16.9% (15)	89
Transportation	9.0% (8)	**71.9% (64)**	19.1% (17)	89
Facilities Planning	32.6% (29)	**65.2% (58)**	2.2% (2)	89

Foundation	**97.8% (87)**	0.0% (0)	2.2% (2)	89
Information Technology	**79.8% (71)**	18.0% (16)	2.2% (2)	89
Marketing	**95.5% (85)**	2.2% (2)	2.2% (2)	89
Admissions, Records & Registration	**49.4% (44)**	47.2% (42)	3.4% (3)	89
Budget Development	**62.9% (56)**	33.7% (30)	3.4% (3)	89
Food Services	2.2% (2)	**93.3% (83)**	4.5% (4)	89
Curriculum Development	10.1% (9)	**85.4% (76)**	4.5% (4)	89
DSPS (Disabled Students Program & Services)	6.7% (6)	**88.8% (79)**	4.5% (4)	89
Financial Aid	33.7% (30)	**61.8% (55)**	4.5% (4)	89
Graphic Design/Duplicating	**62.9% (56)**	32.6% (29)	4.5% (4)	89
Media Services/Audio Visual	5.6% (5)	**88.8% (79)**	5.6% (5)	89
Student Learning Outcomes	3.4% (3)	**91.0% (81)**	5.6% (5)	89
Residence Halls	4.5% (4)	**88.8% (79)**	6.7% (6)	89
EOPS (Extended Opportunities Program & Services)	4.5% (4)	**88.8% (79)**	6.7% (6)	89
Prioritizing, allocation and placement of staff at appropriate location	39.3% (35)	**53.9% (48)**	6.7% (6)	89
Data Management	**86.5% (77)**	5.6% (5)	7.9% (7)	89
Program Review	16.9% (15)	**75.3% (67)**	7.9% (7)	89
Web Services	**82.0% (73)**	10.1% (9)	7.9% (7)	89
Purchasing	**57.3% (51)**	33.7% (30)	9.0% (8)	89
Technology Services & Applications	**68.5% (61)**	22.5% (20)	9.0% (8)	89
Vocational Programs	11.2% (10)	**79.8% (71)**	9.0% (8)	89

Note: Items highlighted in yellow had mixed responses and or high percentages of "don't know" responses.

Department Ratings

4.0-5.0 = Works Adequately ➜ Works Well
3.0-3.9 = Neutral ➜ Works Adequately
2.0-2.9 = Needs Improvement ➜ Neutral
1.0-1.9 = Does Not Work Well ➜ Needs Improvement

Department	Overall Rating	Rating by Administrators	Rating by Faculty	Ratings by Classified Staff
Library	4.5	4.5	4.6	4.4
Grant Development	4.2	4.4	4.0	4.0
Child Development Centers	4.1	4.5	3.5	4.3
EOPS (Extended Opportunities Program & Services)	4.1	4.1	4.1	4.0
Media Services/Audio Visual	4.0	4.0	4.2	4.0
DSPS (Disabled Students Program & Services)	4.0	4.1	4.0	4.0
Marketing	4.0	4.2	3.6	4.1
Athletics	3.9	3.9	3.9	3.9
Student Learning Outcomes	3.9	4.0	3.8	3.8
Accounting	3.8	4.2	3.4	3.9
Purchasing	3.8	4.2	3.3	4.0
Video Conferencing	3.8	3.9	3.7	3.8
Vocational Programs	3.8	4.0	3.6	3.7
Human Resources	3.8	4.0	3.4	4.0
Information Technology	3.8	4.0	3.6	3.7
Food Services	3.7	3.7	3.6	4.0
Data Management	3.7	4.0	3.4	3.8
Foundation	3.7	4.3	3.2	3.6
Payroll	3.7	4.2	3.0	4.0
Maintenance	3.7	4.0	3.9	3.2
Facilities Planning	3.7	4.2	3.4	3.5
Workforce/Economic Development	3.7	4.1	3.4	3.6
Program Review	3.7	4.1	3.4	3.5
Vocational and Technical Education Act (VTEA)	3.7	3.8	3.5	3.7
Financial Aid	3.7	3.8	3.6	3.6
Student Services	3.7	3.7	3.9	3.3
Online Instruction/Services	3.7	4.0	3.3	3.5
Transportation	3.6	3.7	3.5	3.6
Technology Services & Applications	3.6	4.0	3.1	3.5
Curriculum Development	3.6	3.5	3.8	3.4
Program Development	3.6	3.8	3.3	3.5
Research	3.5	4.0	3.1	3.4
Tutoring	3.5	4.0	3.1	3.5
Graphic Design/Duplicating	3.5	3.7	3.5	3.2
Technology Development & Planning	3.5	3.8	3.3	3.3
Residence Halls	3.5	3.6	3.2	3.6
Bookstore	3.4	3.9	3.0	3.3
Help Desk	3.4	3.7	3.7	2.9
Web Services	3.4	3.9	3.2	3.1
Budget Development	3.4	3.9	2.9	3.4
Admissions, Records & Registration	3.4	3.6	3.4	3.1
Catalog/Schedule Development	3.3	3.8	2.9	3.3
Prioritizing, allocation and placement of staff at appropriate location	3.2	3.7	2.7	3.1
Community Education	3.1	3.2	3.1	3.2

Note: All areas received an overall rating above 3 or "neutral".

West Hills College Coalinga

Planning and Governance Process
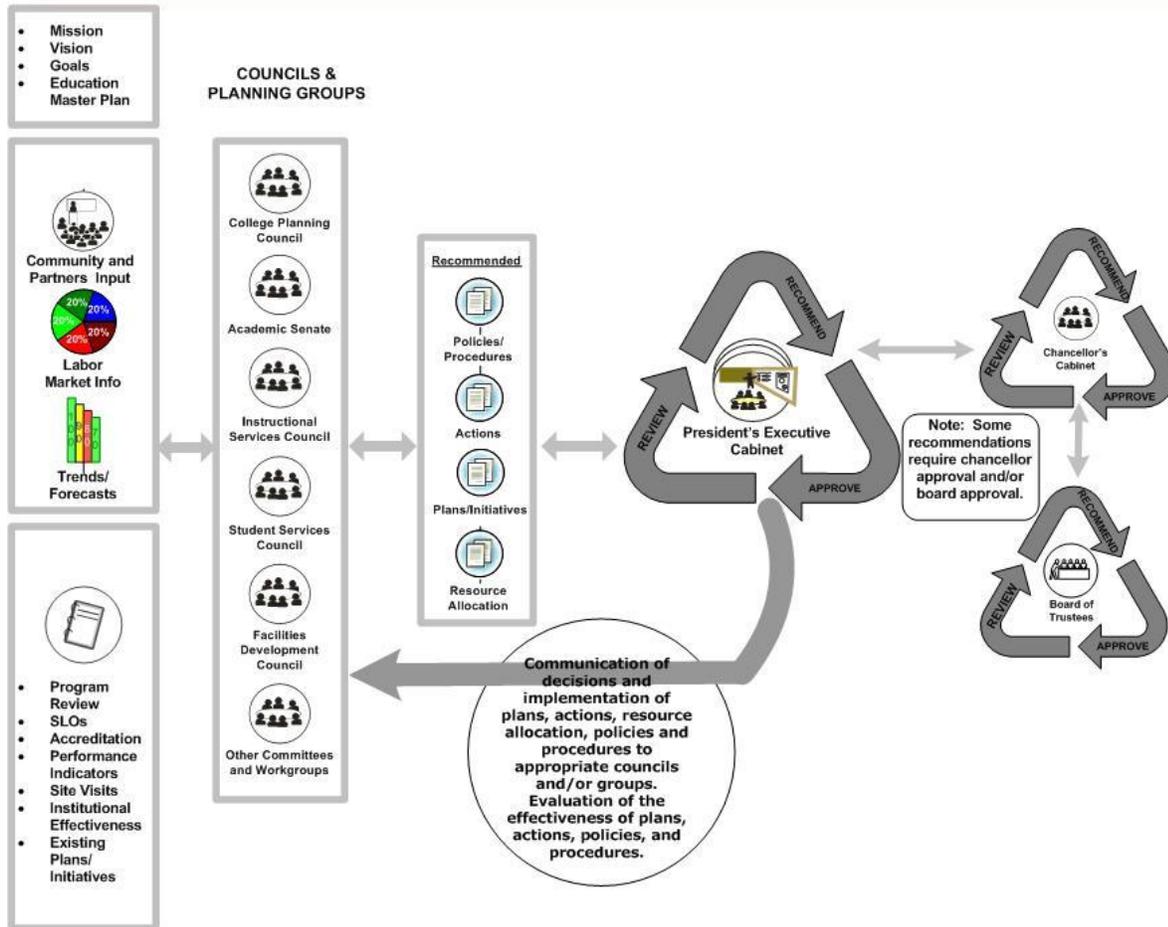
Responses to Recommendations from Prior Review

Recommendation 1 – *It is recommended that, in order to complement the college's current qualitative planning measures, it identify appropriate measurable institutional performance indicators, establish a regular process for assessing the college performance, and use the outcomes of that assessment as the basis for campus dialogue as to how to better serve the college's students (Standards 1.B.2 and 1.B.3).*

In the spring of 2007 a task force was formed to draft quantitative performance measures for the college. The district director of institutional effectiveness and planning drafted an outline of existing data resources which may be used to establish quantitative performance measures for the college's institutional goals.

During the fall of 2007, the director of institutional effectiveness and planning led the task force through a series of meetings where the draft quantitative measures were considered and discussed in detail. The task force developed a set of quantitative measures that were introduced to the college community through the shared governance process. The final version of the institutional level quantitative measures was approved by the College Consultation Council, now the College Planning Council in the spring semester of 2008, for implementation in 2008-2009.

The office of institutional effectiveness and planning provides annual data to the college regarding the outcomes from institutional performance indicators. This data is reviewed by President's Cabinet and then forwarded to College Planning Council. The College Planning Council reviews the performance indicators and then distributes to the appropriate council those items that need an action plan developed. Academic issues are assigned to the Instructional Services Council and student support items forwarded to the Student Services Council for planning action. Through the councils, faculty, students, and staff are afforded the opportunity for reflection and dialogue for improvement of institutional performance.

Recommendation 2 – *The team recommends that the college identify those academic programs that it is no longer offering due to a lack of resources, and either develop the resources needed to provide the programs or remove them from the college catalog and other college sources of information provided to potential students (Standard II.A.1)*

Immediately following the receipt of the recommendation 2, the chief instructional officer and Academic Senate president asked faculty to review their course offerings to identify those courses with no enrollment or low enrollment and those that had not been offered within a five year period. A subcommittee was formed to review the list of courses submitted by faculty and make recommendations of which courses should be deleted or be put on an inactive list. The recommendations were forwarded to the Academic Senate and the administrative team for review.

The Academic Senate and the administrative team were in agreement with the subcommittee's list. Courses selected to become inactive can later be reactivated through the curriculum revision process. This offers flexibility because once a course is deleted it cannot be reactivated. Two course deletions, two program deletions, and the inactivation of a list of courses were approved by the Curriculum Committee on May 23, 2005.

The West Hills Community College District Board of Trustees approved the 52 course inactivations, two course deletions, and two program deletions on June 28, 2005.

Another subcommittee was formed to address the remaining issues in recommendation 2 on August 19, 2005. The subcommittee was charged to complete the process of inactivating courses not offered in recent history.

The subcommittee identified, with the help of faculty, administration and counselors, an additional 27 courses for inactivation. The chief instructional officer sent the new list out to be reviewed by faculty, administration, and counselors. A request came forward to remove two courses from the inactivation list because of upcoming changes in the college's vocational certificate and AA degree program. The administration agreed to take the two courses off the list and committed to offering the courses as the resources became available.

Next, the revised second list was forwarded to the Instructional Services Council for review and then forwarded to the Curriculum Committee. The Curriculum Committee approved the second list on October 28, 2005, and their recommendation was approved by the West Hills Community College Board of Trustees on December 6, 2005.

After the second round of course inactivations recommended by the subcommittee, the Curriculum Committee again assumed the responsibility for inactivation and deletion of courses for the college. On March 16, 2007, five courses were approved by the Curriculum Committee for inactivation and one course was approved for deletion.

Of the courses originally identified for inactivation one was later reactivated and revised. In all, 83 courses have been officially inactivated by the West Hills Community College District Board of Trustees. Additionally, the two programs recommended for deletion have been deleted by the Board of Trustees. The courses that have been inactivated and deleted have been removed from the online catalog and the print catalog.

Recommendation 3 /Eligibility Requirement 20 - *The team recommends that the college complete an assessment of the accessibility of its online services – especially initial application to the college and availability of the college catalog and schedule of classes – in view of the varying levels of computer literacy and availability of computer resources within the service communities of the college (Standard II.B.3.e).*

During August and September of 2005, the accreditation recommendation was shared in: President's Council, College Consultation Council, counselors and advisors meeting, open forum meeting, Board of Trustees meeting, accreditation meeting, and with all faculty on Flex Day. A team was formed by the president who requested volunteers at the accreditation meeting on August 30, 2005. The president charged the committee with developing a survey instrument that would measure accessibility of our online services. The director of institutional effectiveness and planning aided the process by establishing a timeline with benchmarks for development and delivery that would ensure completion within the prescribed timeframe and by recommending market research firms which have experience in conducting surveys for institutions of higher education.

The team developed a draft of nine survey questions. The team used email to develop, amass, and distribute the question drafts. These questions were reviewed by the president who made recommendations for revision. The recommendations were approved by the team, and then submitted to Media Specialists, the company selected to administer the survey, for review and revision recommendations.

Media Specialists conducted the survey from October 7, 2005 through October 18, 2005. The final survey results and executive analysis support the use of an online and print application for admission, course schedule, and catalog to best meet the needs and desires of the entire community.

Parallel to the development of the survey to assess the accessibility of our online services, the college initiated the process to make the class schedule, catalog, and application available in

print form. This process included research of the practices of the Central Valley community colleges to determine the availability of their class schedule, catalog, and application. The CIO visited each college's website for the information and made phone contact with those schools that did not make the information available on their college websites. It was found that each college makes its class schedule and catalog available in print format for purchase in their campus bookstore. Students may access the online versions of these publications at no charge.

The West Hills College Coalinga president established consensus with faculty, administration, and staff that an appropriate first step in correcting any perceived accessibility issues with online services is making the services available in an alternate format. The president brought to the Chancellor's Executive Council the request to create and distribute print versions of the catalog, class schedule, and admission application. The CIO collaborated with the CIO of WHC Lemoore and the district director of marketing to determine the desired format for the publications and the methods of distribution to be implemented.

In 2005 West Hills College Coalinga reintroduced a print version of the college catalog. The WHCC 2005-06 catalog was available online or in print. In 2007, the college moved to a two year catalog supplemented with an addendum published for the second year which provides students access to the latest program and course developments. West Hills College Coalinga is committed to continually make the catalog and college application available both online and in print. The class schedule is primarily available online. Students prefer the dynamic online format which provides immediate availability information. A limited number of print copies are available in student services; additional copies are available upon request.

Recommendation 4 Standard II.B.4 – *The team recommends that, within its Educational Master Plan, the college develop a strategic plan for student support services which includes an assessment of student needs, the development of appropriate student learning outcomes, and a defined process for evaluating student and program outcomes.*

 As a result of this recommendation, the Student Services Council, which includes representatives from faculty, student support services, students, and administration, convenes once a month. The council has identified student needs and assesses these needs by surveys (application for admission, orientation, meetings with counselors, tutoring, financial aid) and also with key performance indicators as part of their measurement of outcomes. Some of these include placing student learning as the focus, evaluating the effectiveness of counseling and advising, and cultivating stronger relationships with area high schools.

Under the leadership of the Student Learning Outcome Committee and the Student Services Council Student Learning Outcomes (SLOs) were developed for all areas of student services. Assessment on an annual basis began in 2008-09. The results of the data on student learning outcomes is used in determining the effectiveness of the scope and delivery of current support services and serves as the basis for recommending improvements.

WHCC counseling faculty and the categorically funded program staff provide students with an exit interview upon their completion of a petition for graduation. It is the content of this interview that the council uses to evaluate student and program outcomes. In the spring of 2008, an exit interview was implemented for all students who petitioned to graduate. The exit surveys are another evaluation tool used in assessing student needs and how well college student support programs and services are meeting those needs.

Tenured and non-tenured counseling faculty are evaluated by students in the areas of effectiveness, providing accurate information about courses, programs and transfer, communication, and listening skills. Results of these evaluations are provided to the counselor and discussed in a formal evaluation meeting with the CSSO and CIO.

Beginning spring semester of 2007, the college participated in the Community College Survey of Student Engagement (CCSSE). The CCSSE instrument provides measurements on usage, importance, and satisfaction of services provided to students. Survey results are being utilized to evaluate and improve services provided to students. The spring 2007 survey served as the benchmark for evaluation of future CCSSE survey results. Many of the CCSSE measures have been incorporated into the college performance indicators and are now reviewed through the council process on an annual basis. The college engaged in the CCSSE in the spring of 2008 as the second cycle of assessment of student engagement and is scheduled to survey students again in the spring of 2011. The results of these measures are reviewed critically by the College Planning Council and Student Services Council for student support service indicators or Instructional Services Council for student learning indicators. The appropriate council develops a plan of action to address any area where the college performs below the established benchmark.

The college educational master plan (EMP), developed in 2008 and reviewed annually, contains the strategic plan for student services as well as instructional programs. This EMP includes the key performance indicators for each of the student services and programs and the most recent data supplied by the office of institutional effectiveness. SLO data is incorporated into the EMP through the program review process.

Additionally, the West Hills Community College District undertook an audit of online student services beginning in 2008. The audit was conducted by an outside company of experts and the results used as a framework for developing a new distance learning strategic plan. As an outcome of the audit findings and resultant strategic plan a helpdesk advisor position was created to provide additional support to students prior to the start of each term and through the first few weeks of instruction. The helpdesk advisors assist students regardless of location or mode of delivery.

The online student services audit evaluated student services online in the areas of admissions, registration, financial aid, orientation, career services, academic advising, assessment and testing, disability services, library, and tutoring. Each content area was reviewed with measures in seven to ten critical components in each service. The final report includes findings and recommendations for improving online student services to students.

The Distance Education Strategic Plan introduces the West Hills Community College District distance education mission statement:

> *The mission of Distance Education at West Hills Community College District is to enhance student learning and enrich the lives of the populations we serve by:*
> - *Delivering world-class distance education courses, programs, and student services,*
> - *Providing anytime, anywhere access,*
> - *Connecting communities of learners locally and globally,*
> - *Using the latest technology and flexible formats, and*
> - *Helping students to achieve their career and personal goals.*

The Distance Education Strategic Plan also includes the vision statement for 2012:

> *WHCCD Distance Education Vision 2012*
>
> > *WHCCD is the preferred choice for distance education. Your computer is your campus, a portal to a complete virtual college experience. Achieve your educational dreams—only a click away. Anyone. Anytime. Anywhere.*

The mission and vision are the foundation on which the strategic plan was constructed. The vision in action is comprised of the four top priorities for distance education at the West Hills Community College District in the immediate future. The next step, development of an implementation plan, is underway and progress toward complete implementation is being made.

Recommendation 5/Eligibility Requirement 17—*The team recommends that the Board of Trustees and the chancellor, in consultation with the leadership of the college campuses,*

develop a transparent process for resolving some of the remaining significant issues raised by the decision to become a multi-college district; namely;

5.1 –
The clarification and delineation, in both policy and practice, of the roles and responsibilities of the chancellor and the college president in decision-making which directly affects college operations (Standard IV.B.3 and IV.B.3.g).

In response to the Evaluation Report of the Accreditation Team, the West Hills Community College District developed and implemented key policies that clearly identify the roles and responsibilities of the chancellor and college president. Board Policy 2431 was first introduced and approved on November 15, 2005. The policy was reviewed by the Board of Trustees on May 15, 2007.

In concert with staff input, the director of human resources also revised the job descriptions for the chancellor and college presidents. The revisions were adopted by the WHCCD Board of Trustees on December 6, 2005. The resultant descriptions are found in the board policy and administrative procedure 2431 – Delineation of Authority to District Chancellor and College Presidents. These were reviewed by the Board of Trustees on May 15, 2007, and remain as originally approved.

5.2 –
The development and implementation of an appropriate and clearly communicated process for allocating faculty and staff positions between the college campuses (Standard III.A.2, Standard IV.B.3.c).

West Hills Community College District has carried out the planning and implementation process for faculty and staff allocations. Each college is responsible for identifying its staffing needs. West Hills College Coalinga has developed a process that incorporates recommendations of the Academic Senate, the associate dean of student learning for student services, the vice president of educational services for instruction, the Instructional Services Council, and the Student Services Council. Following those recommendations, the college president then determines if any positions can be shared between the two colleges and collaborates with the president of West Hills College Lemoore. One final prioritized list is presented to the chancellor through the Chancellor's Executive Cabinet for consideration. Funds for each campus are allocated through the Resource Allocation Model, which is detailed in Administrative Procedure 6225. The procedure was most recently reviewed by the Board of Trustees on May 15, 2007.

5.3 –
The development and implementation of a clearly communicated process for regularly reviewing the appropriateness of the assignment of various functions and staff to the district office or to the college campuses (Standard IV.B.3.a and IV.B.3.g)

West Hills Community College District implemented a program review process for district functions. The review provides evaluation of the department's purpose and services through supporting data, assesses institutional support, and specifies the communication process for the review results. The process provides a method for evaluating the continuous improvement in service to the colleges as well as assignment of function to the district or college level.

The chancellor implemented the process and established a department schedule for review. A comprehensive and thorough non-instructional department program review evaluates the department's purpose and services, requires supporting data, assesses institutional support, and specifies the communication process for the review results.

To date the following district level operations have completed their first cycle of program review; financial aid, learning resources, information technology services, and the child development centers. The chancellor has determined, and the Board of Trustees approved, a three year cycle for non-instructional program review at the district level.

5.4 –
The development and implementation of an appropriate and clearly communicated process for distributing fiscal resources among the college campuses and the district office (Standard IV.B.3.c).

On August 23, 2005, a collaborative effort across the West Hills Community College District fostered the development of a process for distributing fiscal resources among the college campuses and the district office. The proposal was distributed through each college's governance process where constituents were asked to provide their input. The process resulted in recommendations from Coalinga's Academic Senate, Coalinga's College Consultation Council, and Lemoore's Planning and Governance Council. These were presented to the Board of Trustees on October 25, 2005 for a first reading consideration. The Chancellor's Executive Cabinet then incorporated the various contributions and presented one final proposal to the Board of Trustees in November of 2005.

Administrative Procedure 6225, Resource Allocation Model, was initially approved by the Board of Trustees on November 15, 2005. As part of West Hills Community College District's revision process, the policy was reviewed by the Board of Trustees on January 19, 2010 where the board voted to revise the policy.

5.5 –
The development and implementation of a formal and regularly evaluated district strategic planning process that both acknowledges input from the college campuses and serves as a guide for the strategic planning at the college level (Standard I.B.3 and Standard IV.B.3.g).

One of the first steps taken by West Hills College Coalinga in addressing the recommendations of the accreditation review team was to convene a two day strategic planning retreat on September 8 and 9, 2005. Administrators, faculty, staff, and a member of the Board of Trustees comprised the 39 participants. The team drafted a revised mission and vision statement for the district, and drafted three flow charts which visually illustrate the district decision-making and planning process.

On October 21, 2005, the strategic planning group met again for review of the Strategic Plan. The draft document was sent to community members, the Board of Trustees, and both colleges for review and additional input.

At the October 25, 2005 meeting of the West Hills Community College District Board of Trustees the strategic planning document was discussed and the next steps were determined. This included establishing a standing District Strategic Planning Committee. This committee includes: classified staff, certificated staff, and administration from each college; classified staff and administrators from the district office; and members of the Board of Trustees and community members. The committee is charged with meeting a minimum of three times per year and has met this requirement in 2006 and 2007. At the meetings the district goals and college goals are reviewed to ensure that the district goals serve as a guide for strategic planning at each college. Spring 2010 brought the sunset of the strategic plan approved in 2005 and development of a new strategic plan began with a retreat during July 2010.

There is now a formal district strategic planning process in place that addresses this recommendation. The process is guided by Board Policy 3250, District Strategic Planning and the corresponding Administrative Procedure. Both the policy and procedure were reviewed by the Board of Trustees on June 26, 2007.

Recommendation 6 - *The team recommends that the Board of Trustees, the chancellor, and the college president work together to address the concern, identified in the self study and validated through the numerous team interviews, that a significant portion of the campus community is unclear regarding the reasoning behind decisions made by the Board and Chancellor's Cabinet that affect programming, staffing, and resources at the college level. Participation by each of the three parties in an appropriate training program may prove beneficial.*

The decision-making process from the college through the college president to the district chancellor and the WHCCD Board of Trustees are as follows:

The decision-making process at the college level begins with recommendations generated through the standing college councils to the college president.

The standing college councils include: Student Services Council, Instructional Services Council, Facilities Development Council, Curriculum and General Education Committee, Academic Senate, College Planning Council, and President's Cabinet. The recommendations from the faculty go to the learning area representative on these councils. The recommendations are discussed and voted on in the councils. Recommendations for action from the individual councils are presented to the College Planning Council in the areas of budget, planning, policies, procedures, and college initiatives. In the case of the Academic Senate, decisions which require district level approval go directly to the WHCCD Board of Trustees and the District Leadership Council.

From the standing general college councils, recommendations go to the President's Cabinet. The final decisions from the college level are taken by the president to the District Leadership Council and the Chancellor's Executive Cabinet. If the decision being made is stipulated in board policy, such as the funding allocations or faculty and staff allocations, then the members of the Chancellor's Executive Cabinet consult and follow the guidelines of the policy.

District level recommendations are presented to college faculty and staff through the president to the President's Cabinet to the standing college council. The inclusive decision-making processes at the college, and district level welcome and encourage input from all constituents.

Decisions and recommendations from the Chancellor's Executive Cabinet are taken to the WHCCD Board of Trustees by the chancellor.

At the monthly meeting of the WHCCD Board of Trustees, the college Academic Senate presidents, the West Hills College Faculty Association president, the CSEA president, the ASB

president and the college presidents bring forth decisions and recommendations from the colleges. The recommendations on the agenda are discussed and voted on by the members of the WHCCD Board of Trustees. The results of the WHCCD Board of Trustee meetings are then communicated back to the college through the college president, the Academic Senate president, the CTA and CSEA presidents who each report back to their constituencies. Additionally, the agenda and minutes for Board of Trustees meetings are archived and available on the district website.

A communications training workshop, led by Dr. Bob Jensen, was held at the WHCCD office with the Board of Trustees, chancellor, college presidents, and many faculty and staff in attendance. The training focused on the responsibilities of the college and district leadership in decision-making, communications, and dissemination of information between the WHCCD Board of Trustees, chancellor, president, colleges, and the district office. Dr. Jensen, as part of a follow-up, returned on January 13, 2006 to address all college employees in a districtwide meeting.

A district strategic planning workshop was conducted to strengthen communications between the district and colleges. Representatives from each college, the district office, the chancellor and WHCCD Board of Trustees attended the workshop on September 8-9, 2005. The WHCCD Board of Trustees also approved Board Policy and Administrative Procedure 3250 District Strategic Planning on December 6, 2005, which provided for the creation of a standing District Strategic Planning Committee. The standing District Strategic Planning Committee meets three times annually for updates on the strategic plan initiatives for the West Hills Community College District.

In December 2008, the 2005-2007 Annual Report to the Community and Strategic Plan Update was disseminated to all college employees and to all major external stakeholders and partners. This report provides the results of measureable outcomes related to the strategic planning goals.

Another effort to address the concern about reasoning behind decisions is the establishing of town hall meetings for West Hills College Coalinga. The first such meeting took place on October 24, 2007. Both the WHCCD chancellor and WHC Coalinga president gave presentations to the entire campus community. Employees were provided an opportunity to ask questions of the chancellor and the president regarding decisions, planning, etc. The WHC Coalinga president is committed to continuing the town hall meetings, now referred to as president's forums, as part of the ongoing effort to provide clarification and to improve communication on the campus. President's forums have taken place every semester since fall 2007. Information from these forums is posted on the college web site. The dialogue throughout the college

regarding planning and institutional effectiveness has become a rich and vital component of the college culture sustained through regular and ongoing president's forums.

Standard I A: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

West Hills College Coalinga (WHCC) is one of the 112 California Community Colleges committed to fulfilling the broad missions delineated in Education Code Section 66010.4. The college offers lower division academic and vocational programs to its diverse student population. WHCC grants associate of arts and associate of science degrees upon successful completion of the required courses of study. The college offers basic skills courses in English, mathematics, and English as a Second Language (ESL) and provides support services to promote student success. (1A.1, 1A.2)

The West Hills Community College District has adopted the following mission statement:

> The mission of the West Hills Community College District (WHCCD) is enhancing student learning and enriching the lives of the populations we serve by:
> - Ensuring the vitality of its institutions:
> - Encouraging the vision of strong leaders able to see and interpret the present and future needs of students and communities;
> - Supporting the colleges in the provision of world class learning environments'
> - Providing for appropriate allocation and management of human, fiscal and capital resources;
> - Acting as a catalyst for collaboration with outside organizations and agencies; and
> - Sharing the story by marketing a positive image. (1A.3)

West Hills College Coalinga has developed a mission statement aligned with the district mission statement that defines the institution's broad education p purposes, its intended student population, and its commitment to achieving student learning. Approved by the WHCCD Board of Trustees on August 24, 2010, the college mission statement is as follows: (1A.5)

<u>WHCC Mission Statement</u>
West Hills College Coalinga is committed to achieving student learning
through the provision of educational, cultural, and economic
development opportunities to our current and future students
and the local and global communities that we serve. (1A.4)

Self Evaluation
West Hills College Coalinga has established a mission statement that delineates its intended student population, its educational purposes, and its commitment to achieving student learning.

Planning Agenda
None

I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary
West Hills College Coalinga has a comprehensive mission statement that defines the institution's broad educational purposes, the populations served, and the commitment to student learning. During the spring of 2010 the College Planning Council (CPC) and college community engaged in a broad and inclusive dialogue centered on the college vision and mission. (1A.6) On August 13, 2010, the College Planning Council approved the revised mission and vision statements of West Hills College Coalinga. (1A.7) On August 24, 2010 the revised mission and vision statements were approved by the board of trustees as follows: (1A.5)

<u>WHCC Mission Statement</u>
West Hills College Coalinga is committed to achieving student learning
through the provision of educational, cultural, and economic
development opportunities to our current and future students
and the local and global communities that we serve. (1A.4)

<u>WHCC Vision Statement</u>
West Hills College Coalinga strives to
become a premiere interactive learner-centered
community college recognized for its
contribution to educational, social,
cultural, and economic vitality.

The college's mission is central to institutional planning and decision-making. It guides the development of planning initiatives and goals, including the district's strategic plan and the college's educational master plan, and the actions of its governing councils. The mission of WHCC serves to focus planning of educational programs and services on the student population served by the college. (1A.8 – 13)

Student learning programs at WHCC have evolved over the last six years to better meet the needs of students and to align with the college's purpose, providing educational, cultural, and economic development opportunities for the college's service area. Examples include the High School Equivalency Program (HEP) which has been implemented to serve displaced agricultural workers negatively impacted by the current water crisis and changes to increase the success of students taking the state exam for licensure as a psychiatric technician. (1A.14, 15) The order of courses in the psychiatric technician program was revised to reflect the emphasis of the exam. Data provides evidence that this change results in a significant improvement in the student pass rate of the licensure exam. The character of the institution is defined by the communities it serves as well as its diverse student population. These are evidenced by transfer rates, certificate completions, degrees conferred, and other institutional outcomes. The WHCC service area's major employers reflect a diverse community base and include agricultural industries, city, county, and state law enforcement offices, state and county correctional facilities, a state mental hospital, and regional elementary and secondary schools, and community colleges. (1A.16)

Self Evaluation
West Hills College Coalinga meets the standard. Extensive dialogue has occurred among and between students, faculty, administrators, classified staff, and community members in a series of open forums and council meetings to identify the current needs of the student population and ways in which student learning programs and services could be continually aligned with the college's purpose, character, and student population. (1A.17) From the broad based dialogue, programs have been developed that meet the purpose and character of the institution and serve the needs of students. The implemented programs include the High School Equivalency Program funded by a federal grant and an associate's degree in communication. An associate of science degree in agricultural engineering technology has also emerged as a result of the

planning process and is now at the regional California Community College Association for Occupational Education (CCAOE) for approval. (1A.18) West Hills College Coalinga establishes student learning programs and services aligned with its purposes, its character, and its student population.

Planning Agenda
None

I.A.2 The mission statement is approved by the governing board and published.

Descriptive Summary
The revised mission statement of West Hills College Coalinga was approved by the Board of Trustees on August 24, 2010. (1A.5) The mission statement is published in the college catalog, the college educational master plan, the district strategic plan, college council handbooks, council and committee meeting agendas, and on the college website.

Self Evaluation
The college's mission statement was approved by the WHCCD Board of Trustees and is published in multiple college documents including the catalog, council handbooks, meeting agendas, and the college website. (1A.1, 1A.10 – 13, 1A.19)

During summer 2010, a survey was conducted of college staff, faculty, and administrators to measure the response to a set of statements related to institutional effectiveness. (1A.20) Participants were asked to respond using a scale from 1 to 5 where 1 indicated that they strongly disagree and 5 indicated that they strongly agree with the statement. A rating of 4.39 was assigned to the following: 1) the mission statement for West Hills College clearly states and reflects the goals and objectives of the college 2) the college mission statement is easily located both in print and on the college's website. The college has a mission statement that is approved by the governing board and published.

Planning Agenda
None

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

West Hills College Coalinga reviews its mission statement and revises it as necessary every five years as part of the planning and review of institutional effectiveness processes. During the transition of WHCCD from a single-campus to a multi-campus district, WHCC developed its own mission statement. The WHCC mission statement is the first mission statement for WHCC as a separate organizational unit from West Hills College Lemoore (WHCL). In June 2004, the board of trustees approved the college's previous mission statement. (1A.21)

The college engaged in a review of the vision, mission statement, and goals in the spring of 2010. The process involved all constituencies of the college including students, staff, administrators, and community members. Participants engaged in online surveys, open forums, and council meetings. The result of the review process was a recommendation from the College Planning Council to revise the statement to more clearly define the mission of the college. The vision statement and goals were also reviewed during the mission revision process. Through dialogue between and among students, faculty, administrators, classified staff, and community members, the development of the educational master plan, and the oversight of the College Planning Council, WHCC has established a five-year cycle for review of its mission statement. (1A.22) WHCC has established an institutional planning process that incorporates integrated planning, implementation, improvement, and evaluation.

The college president led a series of open forums and utilized an online survey tool to gather input on the mission, vision, and goals of the college. The open forums included faculty, staff, administration, community members, and students. The forums were videoconferenced between Coalinga and Firebaugh during the lunch hour in order to encourage attendance of as many people as possible. The president started the forum by providing the results of the online survey. The survey response included 40% of the faculty, 30% of classified staff, and 28% of administration. Numerous examples were provided by survey respondents as to how programs, services, and activities support the vision statement, the mission statement, and the college's goals. Of the respondents, 88% agreed that the vision statement accurately reflects the college's values and priorities for the future. Of the respondents, 86% strongly agreed that the mission statement accurately reflects the college's values and priorities for the future. Finally, 100% strongly agreed that the goals are measureable and support the college's mission. For the vision, mission, and goals, the respondents gave suggestions for improving the statements. (1A.6)

The outcome of the review process was a recommendation by the College Planning Council that revisions be made to the vision statement, mission statement, and goals to more accurately reflect the scope of the college's purpose and the intended population to be served by the college. The current mission statement was approved by the board of trustees on August 24, 2010, following a broad-based review involving all of the college constituencies. (1A.5)

Self Evaluation

Through the council governance structure, WHCC has established a timeline for regular review of the mission statement and an inclusive process for regular review. The college maintains its institutional integrity through the involvement of stakeholders in the decision making process and through the accurate reporting of information to all constituencies regarding goals, actions, and outcomes. The institution has confirmed the mission statement is effective through dialogue with the stakeholders. The process of review and revision of the college mission is a reasonable and effective means of developing stakeholder contribution to the dialogue framing the mission, vision, and goals of the college.

Planning Agenda

College Planning Council will evaluate the effectiveness of the recently adopted timeline for review of the college vision and mission statements by spring 2012.

I.A.4 The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The mission statement of WHCC provides broad parameters for the development of goals and priorities within the college. The budget development process ties requests for resource allocation to the college mission, goals, and outcomes. Linkages have been established between course, program, and institutional level student learning outcomes and the college mission. Further, the mission statement is fundamental to the program review process. Program review evaluates the effectiveness of existing practices and the sufficiency of allocated resources to meet the needs of the program and students served. (1A.23 – 26)

The college's mission guides institutional planning and the actions of its councils. The district strategic plan and the college educational master plan are comprehensive planning documents that serve to frame the work of the college toward the fulfillment of its mission. In an effort to keep the college mission front and center for planning and decision-making, the president has

directed that all meeting agendas, meeting minutes, reports, and publications include the college mission statement. (1A.27 – 29) The mission of WHCC is a key component in all institutional planning and decision-making processes.

Self Evaluation

Extensive dialogue has occurred among and between students, faculty, administrators, classified staff, and community members in a series of open forums and governance council meetings to identify the current needs of the student population and ways in which student learning programs and services could be further aligned with the college's purpose, character, and student population. The college educational master plan, which is reviewed annually, reflects revisions to the college mission which are based on the findings of the review process.

The survey, conducted as part of the college mission statement review process, prompted respondents to provide examples of how their program supported the college mission. (1A.1) The wide variety of responses serves as evidence of the college's success in attaining outcomes directly related to the college mission from instructional and student support services.

Planning Agenda

College leaders will ensure that the college mission statement is incorporated into planning documents including agendas, minutes, reports, publications, and the resource allocation request form by spring 2011.

Standard I A: References

1A.1   WHCC Catalog

1A.2   WHCC Student Demographics

1A.3   WHCCD Mission Statement

1A.4   WHCC Mission Statement

1A.5   WHCCD Board of Trustees Minutes, August 24, 2010

1A.6   WHCC Mission, Vision, Goals Survey Results, February 2010

1A.7   WHCC College Planning Council Minutes, August 13, 2010

1A.8   WHCCD Strategic Plan 2006-2010

1A.9   WHCC Educational Master Plan

1A.10   WHCC College Planning Council Handbook

1A.11   WHCC Instructional Services Council Handbook

1A.12   WHCC Student Services Council Handbook

1A.13   WHCC Facilities Development Council Handbook

1A.14   WHCC High School Equivalency Program

1A.15   Psychiatric Technician Program

1A.16   WHCC Demographics and Success Report, Spring 2010

1A.17   Summary of Staff, Community, and Student Forums, April 2010

1A.18   WHCC Agricultural Engineering Technology Program Proposal

1A.19   WHCC Website

1A.20   WHCC Accreditation Survey, summer 2010

1A.21   WHCCD Board of Trustees Minutes, June 2004

1A.22   WHCC Mission Statement Review Cycle

1A.23   WHCC Planning and Governance Process

1A.24   WHCC Budget Development Process

1A.25   WHCC Instructional Program Review Template

1A.26   WHCC Non-Instructional Program Review Template

1A.27   WHCC College Planning Council Agendas, Samples

1A.28   Academic Senate Agendas, Samples

1A.29   Curriculum and General Education Committee Agendas, Samples

Standard I B: Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1   The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

WHCC provides a variety of avenues for regular, professional, and frank discussions regarding the teaching and learning process, student learning outcomes, and institutional organization. Discussions occur at both the formal and informal level that include but are not limited to the following: Academic Senate, College Planning Council (CPC), Curriculum and General Education Committee, Instructional Services Council (ISC), Student Services Council (SSC), Facilities Development Council (FDC), President's Executive Cabinet, flex and duty day sessions, faculty development workshops, program review activities, student learning outcome workshops, and accreditation workshops. (1B.1 – 12)

Program review is another means through which WHCC maintains an ongoing, collegial, self-reflective dialogue about the improvement of student learning and institutional effectiveness. (1B.13) Under the direction of the vice president of educational services, instructional program reviews are under the purview of the Instructional Services Council. The program review process includes a presentation of key findings and planned actions to the Instructional Services Council that has the opportunity to ask questions of the faculty on the program review. The dialogue stemming from the program review presentations has led to a broader appreciation for the strengths of the individual instructional programs across the college. (1B.14)

The president holds an open forum on the Coalinga campus and at the North District Center once each semester. Faculty, staff, and students are encouraged to attend these interactive meetings in which the president shares the latest results of effectiveness measures and gathers

feedback on ways in which the college can improve. Participants are provided the opportunity to discuss outcomes during the course of the forums. (1B.15, 1B.16)

The College Planning Council is the highest collaborative council for the college. The council has a focus on planning, resource allocation, accreditation, and institutional effectiveness. With 16 members representing faculty, staff, students, and administration, the CPC is tasked with making recommendations to the President's Executive Cabinet. The council meets a minimum of one time per month, but often incorporates additional meetings to ensure that there is sufficient meeting time allotted to each of the council's areas of responsibility. (1B.17) The College Planning Council reviews the college goals and key performance indicators annually. This process includes assigning review and analysis of target measures to other councils as appropriate. This process fosters discussion of institutional effectiveness across the governance structure of the college. (1B.18, 1B.19)

The Student Services Council convenes once a month to discuss and communicate various issues concerning student services. (1B.20) The council includes faculty, classified, and administrative representatives from admissions and records, financial aid, counseling, advising, and special programs. Student Services Council also includes student representatives. The associate dean of student services directs the meetings where a focus is maintained on effective practices in supporting student success. Program review for all areas of student support services is the responsibility of the Student Services Council.

The Instructional Services Council is responsible for developing, implementing, monitoring, reviewing, evaluating, and revising college instructional activities in accordance with the college mission, vision, and goals. (1B.21) This is carried out through instructional program review, leadership of the accreditation self study, planning and promoting staff development, review and use of research data related to instruction, and dialogue centered on student learning outcomes. Institutional effectiveness is a standing item on the ISC meeting agendas.

The Basic Skills Initiative Committee focuses on fostering dialogue across the campus on the unique needs and challenges of basic skills students. The committee includes faculty from a wide variety of disciplines who plan and implement strategies to increase student success in the basic skills level courses. (1B.22) The committee also provides a variety of professional development events designed to increase understanding of methodologies which support basic skill level students in general education courses. (1B.23)

College counselors and advisors meet regularly to review data and research related to matriculation. The monthly meetings focus on institutional processes and means of increasing

effectiveness of interactions with students seeking services. Led by the associate dean of student services, the meetings involve all counselors and advisors. (1B.24)

The District Strategic Planning Committee was established in 2006 and is composed of representatives from the community, colleges, district, and board of trustees. The committee meets three times a year and its primary role is to review the progress of the district's strategic goals: achieve or exceed funded growth targets; focus marketing efforts in district-wide stories; increase community participation rates; improve transfer, completion, and graduation rates; and become the preferred choice of students through ongoing and active recruitment. (1B.25) Metrics have been developed to evaluate the progress of each of the goals and are reviewed annually by the strategic planning committee. The annual report to the community shares the performance indicator results. (1B.26)

The District Technology Committee (DTC) strives to obtain the optimal use of technology resources to improve services. (1B.27) The committee meets once per month and is composed of the college chief instructional officers (CIO) and Chief Student Services Officers (CSSO) and leaders of the five standing technology subcommittees. Of the subcommittees, the Technology Advisory Team (TAT) is the most active and meets on a monthly basis. (1B.28) Members of the subcommittees, which include representatives from the colleges and district, bring concerns, achievements, and requests for new projects to DTC for consideration. The DTC is responsible for prioritizing technology projects based on institutional needs. (1B.29) The list of priorities is utilized by the ITS department, the office of institutional effectiveness, and the office of information and academic systems to assign resources to meet the needs of the college and district.

The Chancellor's Executive Cabinet is composed of the college presidents, the district chancellor, vice chancellors, and key district administrators. The committee meets once per month and provides a forum for the presidents and chancellor to talk about current issues and to review board policies and administrative procedures. (1B.30, 1B.31) Additionally, this committee provides the opportunity for the college presidents to present feedback to the chancellor regarding services that are centralized at the district office.

District Leadership Council (DLC) is composed of faculty leaders and administrators from the colleges and district. The purpose of this committee is to provide a channel of communication where the college and district staff can collaborate to develop uniform solutions and processes. (1B.32) The DLC has been in existence since 2005 and was restructured in 2009 to reflect the organizational changes at the district level.

District Leadership Retreats are held quarterly and bring together top level administrators, faculty, and classified group representatives. The retreats are led by the chancellor and cover topics ranging from discussion of current events such as budget status, reviewing of institutional processes, and identifying new initiatives to help improve student success. (1B.33) Leadership retreats are also used as venues for training in a variety of areas.

West Hills College Coalinga has had many meetings involving instructional faculty and administration regarding the development, implementation, and assessment of student learning outcomes. SLOs have been part of dialogue on duty and flex days, at department meetings, curriculum meetings, president's forums, basic skills committee meetings, Student Services Council meetings, Instructional Services Council meetings, College Planning Council meetings, President's Council meetings, and at various district council meetings. (1B.1 – 9, 1B.22, 1B.32) The dialogue serves to develop wide understanding of the importance of student learning outcomes as a means of determining student mastery of core course elements.

 In response to the college's need to receive useful and accurate data, the district established the office of institutional effectiveness in fall 2005. The director of institutional effectiveness began providing program data and has worked extensively with staff to ensure that users of research data are provided necessary support to understand the data. (1B.34) Training on effective uses of data has been provided to instructional and non-instructional programs and is now integrated into the professional development activities on districtwide duty and flex days. The director of institutional effectiveness provides training for campus end-users as requested including one-on-one staff training as desired. Data provided include enrollment trends, FTES, FTEF, weekly student contact hours, WSCH/FTE, retention rates, success rates, degrees and certificates awarded, industry data, and statistical analysis. (1B.35) The data are used to support program review and other evaluation efforts which inform decision making in the areas of resource allocation, staffing, facilities, technology, curriculum, and support services.

Self Evaluation
WHCC has identified and embraced dialogue, student learning outcomes, institutional integrity, and evaluation as the college's highest priorities. As evidenced by the ongoing open forums and communication with community constituents dialogue remains a major commitment. In addition, the College Planning Council, and ancillary councils, reflect a commitment to an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes as evidenced by the agendas, minutes, and recommendations of these councils.

All governing councils have an established membership that includes representation of students, faculty, staff, and administration. Each council has a handbook that delineates the areas of responsibility and charge of the governance group. (1B.17, 1B.20, 1B.21) The WHCC planning process encourages dialogue at all levels, and focuses on student learning outcomes that are not only measurable but maintain inclusiveness and institutional integrity. (1B.36) Councils meet monthly or bi-monthly, and special committees meet on an as needed basis, to accomplish special or time-sensitive projects. Planning documents from all councils include input from students, faculty, staff, and administration.

In addition to the formal committees and meetings, faculty and administrators gather informally on a regular basis during the lunch hour and discuss educational and college issues. These discussions include topics such as correct placement of students in courses, the lack of student preparedness for college coursework, recent research in education, and emerging technology. As a result of the formal and informal discussions, camaraderie amongst WHCC faculty has developed that fosters a culture of dialogue.

District leadership has also identified and embraced dialogue, student learning outcomes, institutional integrity, and evaluation as critical to the mission of West Hills Community College District. (1B.37) This is evidenced by the district strategic plan and the commitment to broad based community participation in the strategic planning process. (1B.26) Annual scorecards reporting progress toward goals achievement are shared with the community through three annual strategic planning meetings and the district website. (1B.38)

Planning Agenda
None

I.B.2   The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
The West Hills Community College District established a Strategic Planning Committee in 2006 that is composed of representatives from the community, colleges, district, and board of trustees. The committee developed a strategic plan for 2006-2010. (1B.26) This committee meets three times a year and its primary role is to review the progress of the district's strategic goals:

- Achieve or exceed funded growth targets
- Focus marketing efforts in districtwide stories
- Increase community participation rates
- Improve transfer, completion, and graduation rates
- Become the preferred choice of students through on-going and active recruitment.

Metrics have been developed to evaluate the progress of each of the goals which are reviewed annually by the district's strategic planning committee. A scorecard is presented annually to the community illustrating the results.

Over the course of the 2007/08 academic year, West Hills College Coalinga engaged in a systematic and inclusive process to develop measurable institutional goals tied to the college mission. The college goals define the strategic initiative for the college. The development process included representatives from all campus constituencies who collaborated in the effort to establish goals that reflect the values of the institution and are aligned with the district strategic plan, the college educational master plan, and reflect the college mission. (1B.39) The group then identified criteria for measuring the attainment of the goals. The result is four institutional goals which have been integrated into West Hills College Coalinga's annual review to improve its effectiveness, consistent with its stated purposes. (1B.40) Key performance indicators (KPI), stated in measurable terms, serve as the indicators of success in meeting the college goals. They provide a benchmark of achievement that can be widely discussed thereby helping to keep the college goals at the forefront of purposeful activity. The college goals and key performance indicators are:

- We will maintain our focus on improving student success, improving customer service, and on being learner-centered.
  - Basic skills success and retention rates; first-time student persistence rates; vocational courses success and retention rates; overall success and retention rates; degree and certificate completion; transfer rates; CCSSE benchmarks; and non-instructional program review completions.

- We will develop and strengthen College and community interactions to improve access to education opportunities.
  - Service area adult participation rates and feeder high school graduate participation rates.

- We will demonstrate academic quality, leadership, engagement, innovation, and creative thought.
  - Student learning outcomes implementation and assessment, and instructional program review completions.

- We will effectively utilize existing resources and pursue additional resources to achieve the mission of the college.
  - Achievement of FTES annual targets
  - Grant acquisition
  - Auxiliary fund generation

Each spring the College Planning Council receives a report from the office of institutional effectiveness on the college goals. This annual report includes results of the key performance indicator measures with a comparison to the benchmark. (1B.18) The College Planning Council reviews the report for general findings and trends. (1B.41) The report is then forwarded to the Instructional Services Council and Student Services Council for in depth analysis and review of the performance indicators specific to their areas of responsibility. (1B.42) The Instructional Services Council and Student Services Council draft action plans to address those areas in which the college performance does not meet the established benchmark. The recommended action plans are submitted to College Planning Council for review as a final step in the annual college goal assessment and review process. (1B.43) The annual review process affords the opportunity for reflection and dialogue for quantitative improvement of institutional performance.

During 2009/10 goal modification was enacted through the vision, mission, and goal review process. (1B.44) Goal four was expanded from a focus on enhancing the financial strength of the college to the following: We will effectively utilize existing resources and pursue additional resources to achieve the mission of the college. The revised goal emerged through the broad-based dialogue among all college constituencies in the spring of 2010. The College Planning Council and Board of Trustees approved the revised goal. A subcommittee of the CPC is tasked with developing metrics for the new performance indicator. (1B.43)

West Hills College Coalinga participated in the 2007 and 2008 Community College Survey of Student Engagement (CCSSE). The CCSSE instrument provides five benchmarks that are highly correlated to student learning and success. The college performed well in all benchmarks, and it significantly surpassed the benchmarks in the areas of active and collaborative learning, student effort, academic challenge, and support for learners. (1B.44) The college has integrated the CCSSE benchmarks as part of its performance indicators which are reviewed on an annual basis to identify areas for improvement. (1B.19)

Self Evaluation

WHCC has worked diligently to create a college governance process that includes input from all constituencies; including students, faculty, staff, and community members, for the purposes of identifying both measurable goals and student learning outcomes. (1B.36) Collaborative

dialogue led to the development of the mission and vision statements, the college educational master plan with institutional goals, key performance indicators, an organizational structure of governing councils, and a revised administrative organizational structure based on a student learning model. (1B.45) The key performance indicators reflect the collaborative efforts of faculty, staff, students, and administrators. Leadership responsibility for each goal is assumed by college administrators through the work of the college councils. As plans to address key performance indicators under the benchmark are refined by the responsible college council, regular reports shall be made to the College Planning Council and timelines for completion shall be monitored. Themes of dialogue, institutional commitment, organization, student learning outcomes, evaluation, planning, and improvement, and institutional integrity are woven throughout the college goal review process.

Each college council began meeting in spring 2004 to understand its charge, develop its governance structure, identify its outcomes, and prioritize its key performance indicators. With the assistance of the vice chancellor of institutional effectiveness and enrollment management these council goals were combined into a single set of college goals each with clear, identifiable, and measurable indicators of success. (1B.18)

Planning Agenda
College goal subcommittee to reconvene and make recommendation to College Planning Council to update the college goal metrics to reflect the revision of college goal number four by May 2011.

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary
The district strategic plan defines the mission and vision of the West Hills Community College District for five years; it establishes relevant goals and planning priorities that are consistent with the values of the district stakeholders. (1B.46) The strategic plan includes performance indicators that measure student achievement and how well strategic goals are met. A scorecard, displaying progress toward achieving the district goals, is reviewed annually by the District Strategic Planning Committee. (1B.38) The district indicators have integrated metrics from the California Community College Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) along with locally designed benchmarks for accountability.

Additionally, the district colleges participated in the 2007 and 2008 Community College Survey of Student Engagement. (1B.44) The CCSSE instrument provides five qualitative benchmarks that are highly correlated to student learning and success.

The district strategic plan serves as the guiding strategic document for West Hills College Coalinga. The college goals delineate the specific strategic initiatives of WHCC. The college educational master plan (EMP) was developed in 2008 in support the district strategic plan and is aligned with the district goals. (1B.47) The college EMP provides a reference point and framework for the future of the college. It includes a thorough data review of the college's instructional programs. The EMP brings together internal, external, quantitative, and qualitative data into key findings that inform and support planning. The EMP is a blueprint for implementing emerging educational objectives aligned with the college's vision, mission, and strategic goals. More specifically, the EMP focuses on the service area, students, staff, and programs of the college. Matriculation rates from regional high schools provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of student services, instructional programs, disciplines, and student performance serves to assess current effectiveness and point the way for change. The educational master plan establishes a mechanism for reasonable and informed change and is reviewed annually as part of the WHCC cycle of evaluation for institutional effectiveness. (1B.48)

The Instructional Services Council and Student Services Council are responsible for program review of their respective areas. The results of program review are integrated into planning, budget development, and decision making. The College Planning Council relies upon recommendations from governance councils to prioritize budget allocation requests stemming from program review. Program review summaries including a score determined from a rubric are presented as informational items to the College Planning Council to guide the budget allocation process. (1B.49) Instructional and non-instructional program review data and findings are incorporated into the college educational master during the five-year review and revision process.

Academic program review is conducted on a five year cycle with a midterm review occurring after two years. Career technical education program review is conducted on a two year cycle. Program reviews are coordinated by the vice president of educational services who maintains the review schedule for instruction. (1B.50) The office of institutional effectiveness provides quantitative data which are analyzed and integrated into the program review of each instructional area. The vice president of educational services and the office of institutional effectiveness provide support and training for faculty to assist with data interpretation and to

answer questions about the program review process. Once a program review is complete a summary of key findings and planned actions is presented by the area faculty to the Instructional Services Council. (1B.14) The ISC members have the opportunity to ask questions of the presenting faculty and learn about programs outside of their discipline area. The ISC takes action to approve the instructional program review, assigns a score to the project review based upon the scoring rubric, and then forwards the program review summary to the College Planning Council as an informational item. The summary of program review includes resource allocation requests and requests for enhanced staffing directly linking program review to budget and resource allocation and planning. The vice president of educational services reviews resource allocation requests arising through the program review process to determine those items which can be funded through the general resources in support of instruction and student services and which requests need to be forwarded to CPC for consideration in the budget development process.

The Instructional Services Council conducted an extensive review of the instructional program review process during 2008/09. As a result, the council revised the process to reduce the difficulty and increase the utility of the program review outcomes. (1B.51) The revision included updating the program review document template, creating new forms for program review summary and midterm reports, adjusting of the timeframe from three to five years, including SLO data and analysis, and creating a rubric for scoring the program reviews implemented fall of 2010. (1B.52, 1B.53, 1B.54) The changes also included formalizing a process through which the office of institutional research provides a standard data set for each program undergoing review.

The Student Services Council has established a five year program review cycle for student services programs and other non-instructional areas (maintenance and operations, resident halls, food services, and international students program). The associate dean of student services maintains the schedule of these student services program reviews which are submitted to the Student Services Council. (1B.55) Program review summaries are presented by area representatives to SSC for review and approval. (1B.24) In addition, many of the student services programs engage in regular review by teams representing oversight agencies.

Programs and services that are centralized at the district office undergo a three year program review cycle, which is coordinated by the office of institutional effectiveness. (1B.56) District program reviews are evaluated simultaneously through each of the colleges' shared governance councils and are forwarded to the Chancellor's Executive Cabinet for final review. At the Chancellor's Executive Cabinet, the program review is evaluated by the chancellor, presidents, and other key district administrators. After receiving approval from the Chancellor's

Executive Cabinet, district program review findings are presented to the board of trustees. (1B.57)

In addition to the district's program review process, the office of institutional effectiveness conducts a mapping survey to measure how well employees understand who is accountable for district and college functions. (1B.58) The survey allows employees to rate the effectiveness of each function. Survey results are analyzed by the office of institutional effectiveness and reviewed by the Chancellor's Executive Cabinet and board of trustees. These processes have provided the colleges a channel for feedback on centralized services. Further, it allows for dialogue on the appropriateness of centralized versus decentralized services.

WHCC has established a planning process that incorporates the systematic evaluation of programs and services through program review. Program review also serves to inform the budget development process as it frames the Educational Master Plan and is a mechanism for budget augmentation requests. (1B.59) Budget requests may also be made outside of the program review process using the resource allocation request form which requires that requests be tied directly to college goals. Justification must be supported by recommendations from program review, outcomes reports, or recommendations from assessments or evaluations including: college performance indicators; accreditation recommendations; planning agendas from accreditation self-study site visit recommendations, Community College Survey of Student Engagement, Basic Skills Initiative, Accountability Reporting for the Community Colleges , and SLOs. (1B.60) The West Hills College Coalinga Planning and Governance Process chart illustrates the planning process for the college showing the linkages and flow of communication between the constituencies, councils, and committees. (1B.36) The planning and budgeting processes occur on an annual basis on a timeline developed to ensure that planning informs the budget development process.

Self Evaluation
West Hills College Coalinga meets the standard. Program review, SLO assessment, college goal evaluation, ARCC data review, CCSSE result review, and internal surveys are conducted on a regular basis to measure institutional effectiveness and to inform decision making regarding planning, budget, and resource allocation. The processes include the college governance councils and engage all college constituencies in dialogue centered on improving institutional effectiveness. (1B.17, 1B.20, 1B.21)

The college councils evaluate the effectiveness and efficiency of their data analysis procedures and implement changes to enhance the process. The outcomes of the internal review processes have led to the restructuring of the college governance councils to avoid redundancy. Through the restructuring of the council memberships, College Planning Council delegated responsibility

to Instructional Services Council and Student Services Council for review of board policy and administrative procedures, and to provide input and draft responses to report findings thereby concentrating the role of the College Planning Council in the areas of strategic planning and budget development.

In a college survey conducted summer 2010, a rating of 4.00- indicating agreement- was assigned to the following statement. Measurable goals (performance indicators) and objectives guide the college community in making decisions regarding planning and allocation of resources as well as curriculum and program development. The survey response reflects the campus reliance on data in the decision making process. (1B.61)

Planning Agenda
None

I.B.4   The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
All constituencies of West Hills College Coalinga are encouraged to provide input to the planning processes of the college through participation on councils, committees, and forums. Additionally, all constituencies and stakeholders have direct access to the president, vice president, associate deans, and directors who encourage open door dialogue. The president holds monthly meetings with leader representatives of each constituency: students, classified staff, faculty, and administration.

Faculty are encouraged to serve on a college council and standing committee. College level committees are involved in the planning process which make recommendations to the College Planning Council. (1B.36) Recent changes and implementations made through the governance and planning councils to improve effectiveness include: revision of instructional program review, new program development, new positions created, and restructuring of the governance councils.

As a result of a governance planning process, the governance council structure of WHCC was changed fall of 2009 to better reflect its purposes and goals. (1B.2) The College Planning Council was revised and renamed. The Learning Resources Council was integrated into the Instructional

Services Council, and the President's Council was integrated into the President's Executive Cabinet. The restructuring reduced redundancy and strengthened the decision making process.

In addition to the community forums where wide participation is encouraged, the Classified Staff Employees Association (CSEA) elects staff representatives; the academic senate elects faculty representatives; and the associated student body (ASB) elects student representatives to the councils and other committees. (1B.17, 1B.20, 1B.21) The CSEA president and academic senate president serve on the District Leadership Council, and appoint representatives to serve on the CPC and the newly formed District Education Coordinating Council (DECC). (1B.62)

Broad community participation is encouraged through open forums, invitations to participate in strategic planning meetings, nomination to serve on community oversight committees for the general obligation bonds, and through posting of agendas, minutes, plans, goals, and scorecards on the college website. (1B.63) The president regularly invites community groups and leaders to the campus for tours, special events, meetings, and dialogue. The monthly President's Pen newsletter provides a wide variety of articles on notable events, major decisions made by the shared governance councils, and other information to the college audience, the board of trustees, and the public. The newsletter is available in full color print and on the web. (1B.64)

West Hills College Coalinga is committed to a budget development process that supports the essential operations of the college and fulfillment of the Educational Master Plan. The budget planning process was evaluated and revised over the course of the 2008/09 academic year. The changed process was used for the development of the 2010/11 college budget in the spring of 2010. (1B.65, 1B.66) The process remains broad-based and provides the opportunity for all constituencies to make budget allocation requests. The college and district continuously pursue grants to establish programs and enhance college resources.

Self Evaluation
The college planning processes are broad-based and inclusive as illustrated by the WHCC College Planning and Governance process flowchart. There are many opportunities for input into the planning and budget development processes for all constituencies. Participation in the planning dialogue is encouraged by the administration and councils.

Both the college planning and the budget development processes have been revised within the last two years as part of the ongoing pursuit of continuous quality improvement. The revisions stemmed from self evaluation of what was formerly the College Consultation Council and is now the College Planning Council. Under the guidance of an outside facilitator, a large group

representing all college constituencies engaged in a formal evaluation and improvement planning process. (1B.45) From this inclusive and extensive dialogue emerged the new governance council structure and determination of need of new planning and budgeting processes. The new processes were developed through further dialogue and collaboration between and among faculty, staff, and administrators striving to align college practices and timelines with the mission of the college and budget development timeline of the district. The resultant processes have been effective in providing additional avenues for broad participation in planning to improve institutional effectiveness. During the spring 2010 budget development process, three service areas that were not undergoing program review brought forth budget augmentation requests that were tied directly to college goals. The new budget allocation request form actively engages staff in considering the ways their unit supports the goals of the college. (1B.60) Furthermore, the college benefits from dialogue sparked by the allocation requests which center on planning, budgeting, goals, and meeting student needs.

The college councils have developed operational budget allocation processes appropriate to each area. For example, the Instructional Services Council uses an internal process to prioritize instructional supply budget requests which are now incorporated into the instructional program review process. The program review process also links the supply requests to targeted outcomes and action plans developed in the review process. The college regularly evaluates the planning and budgeting processes to ensure that there are opportunities for input by appropriate constituencies and to improve institutional effectiveness.

Planning Agenda
None

I.B.5   The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary
Communicating matters of quality assurance internally and externally is a strength of West Hills College Coalinga. Documented assessment results are shared in open forums, community meetings, council and committee meetings, department meetings, newsletters, district publications, and via the college web site. (1B.1 – 9, 1B.64) SLO assessment results are available on the portal and incorporated into program review documents that are widely shared with governing councils and available on the college website. (1B.67) The office of institutional effectiveness provides the president and administrators with accurate information for evaluation, planning, improvement, and decision making. A wide variety of reports are

maintained in the portal and updated every 24 hours to ensure that timely information is available for decision making. The automated reports include enrollment, faculty load, instructional cost, missing grades, and section count. Annual college and district attendance and demographic data are available on the web and are updated as the new information is generated annually. (1B.35) The annual reports include enrollment trends, ethnic trends, age trends, gender trends, FTES, unit load, and student success and retention statistics. Specialized reports and requests for one time information can be made to the office of institutional research through their web request tool.

Assessment results are communicated to appropriate constituencies through the following: District Leadership Council, College Planning Council, Instructional Services Council, Student Services Council, Facilities Development Council, President's Cabinet, Curriculum Committee, District Education Coordinating Council, Academic Senate, CSEA, WHCCD Board of Trustees, District Technology Council (DTC), Technology Advisory Team (TAT), program reviews, flex and duty day activities, accreditation self study report, end-of-year report, press releases, and college correspondence. (1B.1 – 9, 1B.28, 1B.42, 1B.68, 1B.69)

The following institutional documents are utilized to communicate matters of quality to the appropriate constituencies throughout the college and the community.
- Program Review
- District Strategic Plan
- College Goal Performance Indicators
- District Score Card
- Community College Survey on Student Engagement
- Accountability Reporting for the Community Colleges
- President's reports at board of trustees meetings
- Educational Master Plan
- Technology Plan
- Matriculation Plan
- Distance Education Strategic Plan
- College Annual Report to the Community
- District Office Monthly Electronic Newsletter
- President's Pen monthly newsletter

Internal communication of results is handled through the appropriate college and district councils and committees that are part of the college's governance structure. (1B.36) Communication to the community is led by the president and supported by the marketing department through publications and news releases. (1B.68, 1B.69)

Self Evaluation

The college is well supported by the district office of institutional effectiveness that provides documentation of assessment results for communication to all constituencies and the community. Communication within the college and district occurs primarily in the council and committee governance structure. It is enhanced by the college website, open forums, and the President's Pen monthly newsletter. The newsletter also communicates to the local community and region that WHCC serves. The president regularly presents assessment results at local city council meetings, service club meetings, and other organizations. The college values communication highly and is committed to openly sharing information on quality assurance to all stakeholders. All reports, presentations, agendas, and minutes are made available on the college website to facilitate easy access to information to all interested parties. (1B.63) The college is committed to communicating matters of quality assurance to appropriate constituencies through documented assessment results.

Planning Agenda
None

I.B.6   The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary
Strategic planning for West Hills College Coalinga supports the outcomes articulated in instructional and non-instructional program review, the college educational master plan, and the WHCCD Strategic Plan. Institutional planning is the central process at West Hills College Coalinga for decision making and allocation of resources to support institutional effectiveness and student success. Faculty, administrators, and staff regularly review and modify plans at the college council level. (1B.17) As described in standards I.B.2 through I.B.5, the college regularly engages in systematic review of planning and resource allocation processes to ensure institutional effectiveness.

In May 2004, the board of trustees approved a new planning and research position for a district director of institutional effectiveness, planning, and web services to assist with institutional and research efforts. The director of institutional effectiveness position has evolved into an office of institutional effectiveness that has adopted as its mission "to provide the college communities with timely and accurate information for evaluation, planning, improvement, and decision making". (1B.34) Under the direction of the vice chancellor of institutional effectiveness and

enrollment management, the research staff provide data and reports to faculty, staff, and administration. The office of institutional effectiveness also provides training on using and understanding research data as requested.

The development of a resource allocation process for distributing fiscal resources among the college campuses and the district office was established in 2005. The resource allocation model was distributed through each college's governance process where constituents were asked to provide their input. The process resulted in recommendations from the college governance councils. The recommendations were presented to the board of trustees on October 25, 2005 for a first reading consideration. The Chancellor's Executive Cabinet then incorporated the various contributions and presented one final proposal to the board of trustees in November of 2005. Administrative Procedure 6225, Resource Allocation Model, was initially approved by the board of trustees on November 15, 2005. As part of the West Hills Community College District revision process, the policy was reviewed by the WHCCD Board of Trustees on May 15, 2007. The board voted to retain the policy without revision. The policy was most recently reviewed, revised, and approved on January 19, 2010. (1B.70)

The WHCC budget development process was revised in 2009 upon the recommendation of the College Planning Council. (1B.59) A subcommittee of the CPC developed a new timeline, revised the process for requesting resources, and aligned the budget development process with the college mission. The subcommittee brought the recommendations for revision to the CPC. The CPC vetted the proposal through the governance councils ultimately adopting the new budget development procedure, timeline, and forms. The changes to the budget development process brought additional opportunity for broad input into the budget development process and increased dialogue on goals of the college and the ways in which each sector of the college operation serves to support the college mission. The new process is open, transparent, and inclusive of all constituencies.

Self Evaluation
The newly developed planning and budget development processes are focused on dialogue across constituencies and provide a feedback loop with the governance councils. (1B.36) The evaluation of resource allocation, planning, and budget development serves as a formal mechanism for reviewing and modifying all parts of the planning process, including the use of measurable data, thus ensuring the effectiveness of its ongoing planning and resource allocation processes.

Planning Agenda

The president will incorporate into the regularly scheduled President's Open Forum an explanation of the current fiscal year's resource allocation model by fall 2011.

I.B.7   The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Program review is the cornerstone of evaluation and assessment of programs and services for West Hills College Coalinga. The program review and planning process includes both qualitative and quantitative analysis and the development of a three-year plan. The program review process, procedure, forms, data sets, timeline, and templates undergo regular review by the Instructional Services Council and Student Services Council to ensure the integrity, reliability, and reasonableness of program review. (1B.20, 1B.21) The instructional program review forms and timeline were revised in 2008/09 to increase the utility of the program review process in improving programs to enhance student learning. These changes were implemented in 2009/10. The non-instructional program review forms and process were updated in 2010; receiving approval from the Academic Senate in October 2010 and implemented immediately. (1B.71)

In an effort to ensure that approved board policies and administrative procedures are effective, Board Policy 2410 was adopted in 2003 and Administrative Procedure 2410 was adopted in 2006. Beginning with the 2007/08 academic year, a policy and procedure review schedule was implemented by the chancellor's office which includes feedback from the governance councils from West Hills College Coalinga and West Hills College Lemoore, the Academic Senate, and CSEA. This process provides opportunity for all constituencies to participate in the evaluation of the effectiveness of current policies and procedures directed toward improving services and instructional programs. (1B.72, 1B.73)

Self Evaluation

The program review process serves as the institution's primary source for reviewing programs and services for effectiveness. This process is conducted every 5 years for instructional and non-instructional programs. Instructional programs conduct a midterm review in year 3 of the cycle. Career technical education programs engage in the program review process every 2 years. Since 2008, significant changes have been implemented to improve the effectiveness of program review. The changes include: updating the program review templates, expanding the

instructional program review timeline from 3 years to 5 with a midterm report, development of an evaluation rubric, incorporation of student learning outcomes, and implementation of a standard data set that is made available to each program undergoing program review. (1B.52 – 54) Additionally, instructional programs are asked to present the findings of their program review with the Instructional Services Council.

The changes to program review resulting from the assessment of the evaluation process have improved the completion rates of program review which was at 40% in 2007/08 and achieved 100% in 2009/10. The program review presentations to the Instructional Services Council have fostered interest and enthusiasm for programs that are less well known among the campus community. Informal feedback from faculty is very positive concerning the changes and the opportunity to share the success of their program, the challenges currently being addressed, and plans for the future.

Planning Agenda
The associate dean of student services will incorporate an Instructional Services Council report and a Curriculum Committee report as standing agenda items of the counselors and advisors monthly meetings by spring 2011.

Standard I B: References

1B.1   Academic Senate Minutes

1B.2   WHCC College Planning Council Minutes

1B.3   Curriculum and General Education Committee Minutes

1B.4   WHCC Instructional Services Council Minutes

1B.5   WHCC Student Services Council Minutes

1B.6   WHCC Facilities Development Council Minutes

1B.7   WHCC President's Council Minutes

1B.8   Flex Day Agendas

1B.9   Duty Day Agendas

1B.10   Faculty Development Workshop Agendas

1B.11   Program Review Workshop Agendas

1B.12   Student Learning Outcome Workshop Presentations

1B.13   WHCC Instructional Services Council Handbook, Program Review Guidelines

1B.14   WHCC Instructional Services Council Minutes, May 10, 2010

1B.15   President's Forum Presentation, April 28, 2009

1B.16   President's Forum Presentation, November 10, 2010

1B.17   WHCC College Planning Council Handbook

1B.18   WHCC Goals and Performance Indicators, Spring 2010

1B.19   WHCC College Planning Council Minutes, February 4, 2010

1B.20   WHCC Student Services Council Handbook

1B.21   WHCC Instructional Services Council Handbook

1B.22   Basic Skills Initiative Committee Minutes

1B.23   Basic Skills Initiative Regional Meeting Agenda

1B.24   WHCC Student Services Council Minutes, November 18, 2010

1B.25   District Strategic Planning Committee Minutes

1B.26   District Strategic Planning Annual Report

1B.27   District Technology Council Mission Statement

1B.28   District Technology Advisory Team Minutes, September 13, 2010

1B.29   District Technology Council Projects List, November 18, 2010

1B.30   Chancellor's Executive Cabinet Minutes

1B.31   Chancellor's Executive Cabinet Task Log

1B.32   District Leadership Council Minutes

1B.33   District Leadership Retreat Minutes

1B.34   WHCCD Office of Institutional Effectiveness Mission Statement

1B.35   WHCCD Office of Institutional Effectiveness Website

1B.36   WHCC Planning and Governance Process

1B.37   WHCCD Mission, Vision, and Goals

1B.38   WHCCD Scorecard 2009 – 2010

1B.39   WHCC Institutional Goals Minutes

1B.40   WHCC Key Performance Indicators

1B.41   WHCC College Planning Council Minutes, December 3, 2009

1B.42   WHCC Instructional Services Council Minutes, March 8, 2010

1B.43   WHCC College Planning Council Minutes, September 23, 2010

1B.44   WHCC Mission, Vision, Goals Survey Results, February 2010

1B.44   WHCC Community College Survey of Student Engagement Results, 2008 – 2009

1B.45   WHCC Governance Planning Retreat, January 16, 2009

1B.46   WHCCD Strategic Plan 2006 – 2010

1B.47   WHCC Educational Master Plan

1B.48   WHCC College Planning Council Minutes, December 4, 2008

1B.49   WHCC Program Review Summary Rubric, spring 2010

1B.50   WHCC Instructional Program Review Schedule

1B.51   WHCC Instructional Services Council Minutes, November 9, 2009

1B.52   WHCC Program Review Template for Instructional Programs

1B.53   WHCC Midterm Program Review

1B.54   WHCC Program Review Summary Sheet

1B.55   WHCC Non-Instructional Program Review Schedule

1B.56   District Office Program Review Schedule

1B.57   WHCCD Board of Trustees Minutes

1B.58   WHCCD Function Mapping Survey Results, 2009

1B.59   WHCC Budget Development Procedure

1B.60   WHCC Resource Allocation Request Form

1B.61   WHCC Accreditation Survey Results, Summer 2010

1B.62   District Educational Coordinating Council Membership

1B.63   WHCC Website

1B.64   President's Pen Newsletter Webpage

1B.65   WHCC College Planning Council Minutes, February 23, 2010

1B.66   WHCC 2010/2011 College Budget

1B.67   WHCC Student Learning Outcomes Portal site

1B.68   WHCCD Dialogue Newsletter

1B.69   WHCCD News Releases

1B.70   WHCCD Board of Trustees Minutes, January 19, 2010

1B.71   Academic Senate Meeting Minutes, October 2010

1B.72   WHCCD Board Policy Review Schedule

1B.73   WHCCD Board Policy Routing Template

Standard II A: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary
West Hills College Coalinga (WHCC) regularly identifies and routinely assesses programs to meet the educational preparedness of students, while accounting for the diversity, demographics, and the economy of the community and fulfilling the mission statement of the college. (2A.1, 2A.2)

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Faculty, program directors, and deans engage in ongoing dialogue to evaluate and explore the success and weaknesses of instructional programs. This is done informally through meetings, but primarily through the program review process. For instructional program review the office of institutional effectiveness provides a complete standardized data set inclusive of enrollment trends, age trends, ethnic trends, gender trends, FTES by discipline, student success rates, and retention rates. (2A.3) Faculty propose additions, revisions, and deletions of instructional programs based upon the data analysis and student learning outcome results incorporated into program review. Vocational programs are reviewed every two years and academic programs are reviewed every five years. A midterm report is submitted half-way through the five year period. Student learning outcome assessment results have been used to drive pedagogical, methodological, curriculum, and budgetary changes to the instructional programs that are identified in program review. The program review is presented by the faculty member to the Instructional Services Council for final approval and recommendations.

Through the review of data, including environmental scanning, WHCC added a psychiatric technician program in anticipation of the local state hospital. (2A.4) The college developed programs in the agricultural industry to meet the identified needs of local farmers and ranchers brought forward through vocational advisory committees. (2A.5) WHCC has discontinued programs which were determined not to meet the academic or vocational needs of the students. Discontinued programs include equine science and automotive and diesel technology.

WHCC relies primarily upon research data and analysis to identify and evaluate student learning needs and to plan for improvement in meeting these needs. The district information technology services (ITS) department uses the Datatel system to compile district data from which the office of institutional effectiveness develops faculty productivity, enrollment, and full-time equivalent student (FTES) reports. The vice president of educational services generates additional reports including section availability and closed or cancelled course section reports, to analyze pattern trends in student enrollment.

The master schedule is developed with input from full-time faculty. A mix of formal requests and informal communication has been established to facilitate development of an efficient course schedule. The schedule development process includes review by faculty before the schedule is released publicly. (2A.6)

Counselors meet with new students to develop student educational plans (SEP). The counseling and advising department has streamlined the process of setting appointments using SARS, an electronic appointment management system, in order that counselors may accommodate more students for SEP development and annual review of educational planning.

Currently, WHCC offers 13 certificates of achievement and 35 associate degree programs. (2A.7) The degrees are designed to facilitate transfer and to meet the needs of students pursuing an associate degree which will prepare them for employment and career advancement.

Student learning outcomes are the primary vehicle for measuring student success and mastery of core elements at the course level. The SLO Committee has successfully led college faculty through the process of course SLO development, assessment, and evaluation of assessment results. (2A.8) The SLO portal team site serves both as a resource for faculty seeking course and program SLO information and as the repository for assessment rubrics, results, and interventions to improve student learning. (2A.9) Numerous pedagogical changes have been instituted based upon SLO assessment results including daily homework assignments in mathematics and inclusion of collaborative learning assignments in place of traditional lecture. (2A.10) Minor curriculum changes have also resulted from SLO assessment results. These curriculum changes often increase time allocated to certain topics because of their importance in subsequent courses.

College faculty have been engaged in program level SLO mapping and development since spring 2010. The timeline calls for development to be complete by spring 2011 and the first cycle of evaluation complete fall 2011. Under the direction of the SLO Committee, faculty increased the dedication of time and effort toward program level SLOs to meet the expectation of proficiency by 2012. The timeline established by the SLO Committee serves to assure achievement of this goal. (2A.11)

Self Evaluation
The college has established a process for comprehensive instructional program review that identifies the varied educational needs of students and incorporates SLO assessment results at the course and program level. WHCC relies upon research and assessment evaluation to determine progress toward achieving stated learning outcomes and has established a timeline for assessment of program level SLOs that supports institutional proficiency within the next academic year. (2A.11)

Planning Agenda
Under the direction of the student Services Council, the college will form an educational plan subcommittee to implement a comprehensive implementation and assessment plan for student educational plans by May 2011.

II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
WHCC uses a variety of modes of instruction and several delivery systems to maximize facility use, increase student learning, and appropriately meet the instructional objectives of the course. The schedule of courses is developed by the vice president of educational services with input from faculty. The online course schedule is developed by the associate vice chancellor of educational planning in consultation with the vice president of educational services and input from faculty. Enrollment reports, course-level weekly student contact hours (WSCH), FTES projections, faculty productivity, and closed or cancelled course section reports inform the schedule development process. (2A.12)

While the majority of courses are offered in a traditional face-to-face classroom during weekday morning, afternoon, and evening hours, a few course sections are offered on weekends, and courses are offered online. Each semester a limited number of courses are taught in a nine week format. (2A.13) This affords students the opportunity to engage in a course within a shorter timeframe than the 18 week semester. The college and district have adopted a technology standard for classrooms assuring that faculty have access to a consistent set of technologies regardless of class location. Classrooms are equipped with Internet access, ceiling mounted video data projectors, Cisco IP telephone, wall talker, DVD player, amplifier, and laptop computer stations. Instructors typically use lecture, laboratory exercises, discussion, demonstrations, multimedia software, slide shows, student research, and collaborative group activities as primary methods of instruction in the traditional classroom. (2A.14) Many faculty members augment face-to-face courses by using Blackboard to provide online access for students to submit assignments, ask questions, and engage in discussions to enhance student learning.

WHCC uses two distance education modalities, videoconferencing and online instruction. Videoconferencing between campus locations increases course opportunities for students. Five classrooms at the Coalinga campus and two classrooms at NDC are dedicated to videoconferencing courses between the two sites. Courses are videoconferenced with West Hills College Lemoore to further increase access to courses for students and to reduce the need for travel between district locations. (2A.13)

WHCC offers courses and programs online. The recent upgrade to Blackboard 9.1 provides greater flexibility for faculty to deliver content and a more user friendly interface for faculty and students. (2A.13) Faculty training workshops, both face-to-face and online, are scheduled throughout the year to provide technology training for online instruction and web enhanced courses. (2A.15) ADA compliance is emphasized to faculty and integrated into all technology training for instructors. Distance education addendums are part of the course outline of record but are approved on a separate vote by the Curriculum Committee in order to ensure the appropriateness of the modality proposed. (2A.16)

Online course availability is critical to the population served by WHCCD because of the rural, remote environment. Providing access is a driving force in the determination of courses and programs available in a distance delivery mode and careful consideration is given to meeting the unique needs of geographically isolated students. WHCC offers seven degrees which may be obtained in a fully online modality or via traditional classroom delivery: AOJ Law Enforcement, AOJ Correctional Science, Psychology, Sociology, Liberal Arts – Math & Science, Liberal Arts – Arts & Humanities, Liberal Arts – Social & Behavioral Science. A self-evaluation online questionnaire is linked to the college website in order for students to see if online classes will fit their technology skill set. (2A.17)

In the spring 2010 semester, faculty visited Cisco Systems and started the process of evaluating alternative delivery systems for videoconference classes and online instruction. (2A.18) The new lecture streaming technology will allow WHCC to deliver the class to a single computer via the Internet omitting the requirement that students assemble in a classroom outfitted with high end equipment. WHCC will be able to expand to surrounding areas including Huron, San Joaquin, Mendota, Avenal, and Tranquillity using the lecture capture and streaming technology. WHCC has secured use of a building for this purpose in San Joaquin and is engaged in renovation of the property for use beginning spring 2011.

The West Hills Community College District implemented MyWestHills, the portal, to house all student and faculty information within a single site. Students can access grades, financial aid information, enrollment status, class schedules, and register for classes within MyWestHills. (2A.19)

Self Evaluation
The vice president of educational services works with faculty, primarily in the curriculum committee, to determine the best means of delivery for courses. There is regular and ongoing discussion and consideration of which courses are best suited for videoconference and online delivery and sometimes extensive dialogue on the appropriateness of the mode of delivery.

(2A.20) Similar discussions take place regarding online delivery of courses. Also, student learning outcomes allow instructors to analyze their pedagogy and methodology in teaching the courses. Still, there is no formal evaluation of the success and retention rates of videoconference delivery as compared to traditional face-to-face instruction, the Instructional Services Council has requested data on student success in videoconferenced course sections. There are reports for online classes which indicate that retention and success rates are similar to the face to face classrooms. The college regularly receives and reviews data comparing the student success and retention rates of online and traditionally delivered course sections. (2A.20)

Planning Agenda
The Instructional Services Council will review data regarding student success and retention in videoconferenced course sections during spring 2011.

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
West Hills College Coalinga intensified its SLO efforts in the spring of 2006. A new committee was formed under the direction of faculty instructional and non-instructional SLO coordinators. The SLO committee established goals and timelines for the development, implementation, and assessment of SLOs at the course, program, and institutional levels. (2A.11) The first goal was to have 100% of all course level SLOs established by the fall of 2007. This goal was fulfilled. Faculty worked collaboratively to write the SLOs and develop assessment rubrics and tools. Faculty teaching the courses assessed the SLOs and met on the SLO assessment day to dialogue with other faculty in their discipline or learning area, set goals for other SLOs, and documented their results. (2A.9) This is now the regular and ongoing cycle of course level SLOs.

The SLO Committee reviews all SLOs at the beginning of the semester to verify they are at the collegiate level by reviewing for measurability, appropriateness, and rigor. At the end of the semester, SLOs are reviewed for completeness. (2A.21)

The SLO Committee, a subcommittee of the Academic Senate, manages the quality and the assessment cycle, and creates SLO policy with recommendations given to the Academic Senate and the Instructional Services Council. (2A.22, 2A.23) The members of the SLO Committee

represent each of the six learning areas and are on a two-year election cycle coordinated with the Curriculum Committee. (2A.24)

After extensive dialogue and inquiry into the approach of other institutions, it was determined that an instructional program will be defined as a cohesive set of courses that result in a certificate or degree, or go through the program review process. (2A.21) WHCC considers its general education as one program whose SLOs are linked to the college core competencies which are:

1. Critical thinking, problem solving, and creative thinking
2. Communication
3. Quantitative analysis and scientific reasoning
4. Social, cultural, environmental, and aesthetic perspectives
5. Information, technology, and media literacy
6. Personal, academic, and career development.

These core competencies serve as the degree level student learning outcomes for West Hills College Coalinga. All course and program level SLOs are mapped to the degree level SLOs college core competencies. (2A.24) The mapping of SLOs from the course and program levels to the degree level assures that students are achieving the desired learning outcomes at each step of their educational pathway.

Faculty have developed course level SLOs and mapped them to program level SLOs. (2A.25) As programs engage in program review, faculty take a broader view of all course level SLOs and analyze results of SLOs that were mapped to a particular program level SLO. (2A.1) Program level SLOs are being assessed at the course level where the competency is mapped to program SLOs.

The WHCC SLO portal site houses all the SLOs as list data by course. (2A.9) The SLOs prior to Spring of 2010 have been entered as list data and are also filed as word documents in another folder. A comprehensive report is filed at the end of each semester and is posted on the website for public access to the SLO assessment results. For example, in spring 2010 the Math 25 course level SLO assessment results have led to a pedagogical change where the faculty will incorporate more instructional resources on hypothesis testing to increase student learning. (2A.10)

The dialogue on the results of SLO assessments occurs on assessment day toward the end of each semester. Faculty review combined results of each instructor teaching the course.

Improvements are discussed and shared among either the discipline instructors or other members of the learning area. (2A.26, 2A.27)

Improvements have been made for courses based upon the dialogue on the SLO assessment day. Instructors have a choice of pedagogical, methodological, or curriculum change for the course as well make recommendations for minor budgetary needs. Major budgetary changes or considerations are reserved for the program review process. Based upon assessment results, numerous instructors have reached the conclusion that there is room for pedagogical improvement in the course. This is illustrated by the proposed improvements posted by faculty in the WHCC SLO portal site. (2A.9)

A brief survey conducted on flex day of the fall 2010 semester indicated that over 50% of the faculty stated that there have been or will be changes in the way they or the department has taught that particular class because of the SLO process. (2A.28) For example, instructors say they are more focused on the content of the class and spend more time and specific topics that are more valuable. They further state that some activities have been dropped altogether because they did not correlate the content of the class. Others indicate that they increased attention to the weaker outcomes of student success, minor instructional changes, and more closely aligned skills and projects for a smoother sequencing of classes.

Self Evaluation
Although all courses have SLOs written and are assessed on a continuous cycle, work is ongoing at the program level. A timeline for assessment of all program level SLOs and degree level SLOs has been established to ensure completion of an assessment cycle by fall 2011. (2A.11) Program level SLOs were first assessed fall 2010 and have been incorporated into the program review process. (2A.1, 2A.29)

A survey of staff, faculty and administrators conducted summer 2010 resulted in an overall rating of 4.16 indicating agreement that the college identifies student learning outcomes for courses, programs, certificates, and degrees, assesses student learning outcomes, and uses assessment results to make improvements. (2A.30)

Planning Agenda
Under the direction of the SLO Committee, faculty will assess SLOs at the course, program, and degree level according to the established timeline to assure completion of and compliance with a cycle of assessment by 2012.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

West Hills College Coalinga has developed SLOs for all courses and is in the process of assessment according to the schedule established by the SLO committee. (2A.11) The SLO committee is chaired by and comprised of faculty from each learning area, oversees and delegates responsibility for the implementation and evaluation of SLOs. (2A.31) Faculty area representatives have met, and continue to meet regularly, with the other instructors in their learning areas in order to develop specific course level SLOs, evaluate their relevancy, analyze data, and propose modifications and solutions based upon the assessment results.

The Curriculum and General Education Committee is comprised of full-time faculty who represent each of the learning areas, a faculty chair, and the chief instructional officer. (2A.32) New course proposals and five-year reviews originate from the discipline faculty member and, with the assistance of their particular curriculum representative, follow a prescribed process in order to attain committee approval for their submissions. (2A.33) Collaboration is active and constant between faculty members and their respective curriculum representatives in regard to completing forms correctly. Faculty retain primary responsibility for all curriculum activity. The close collaboration between faculty and curriculum representatives facilitates continual assessment and evaluation of the curriculum development and approval process. The curriculum forms do not include SLOs. (2A.34) The decision to house SLOs separate from course outlines of record was made to increase the regularity of review and revision. The Curriculum Committee, SLO Committee, and Academic Senate were in agreement that SLOs should be recorded on living documents that are regularly reviewed and revised, not part of the curriculum on a five year review cycle.

The approval and administration of courses and programs are the joint responsibility of the curriculum committee and college administration. New course proposals are faculty initiated and undergo a rigorous approval process within the curriculum committee. (2A.35) Once

approved, the administration collaborates with faculty in determining when the course will be scheduled. Mitigating factors influencing the decision to offer a course include projected student demand and budget resources. This process is effective and inclusive since it continually takes student needs into account.

Instructional program review occurs every five years for academic disciplines; career technical education programs undergo program review every two years. (2A.36) The instructional program review template was revised spring 2008 to incorporate student learning outcomes in the systematic evaluation of instruction. Instructional program review is a faculty driven process which utilizes standardized forms developed by the Instructional Services Council (ISC) and approved by the Academic Senate. (2A.37, 2A.38) Beginning fall 2010, a rubric developed by ISC and approved by the Academic Senate is used in the evaluation of instructional program review as a means of prioritizing resource requests resulting from program review and the three year plan development integrated into the review process. The college maintains relevancy with regard to its course offerings through the ongoing evaluation of courses by the curriculum committee through the five-year review process. Faculty members are consulted and their expertise is utilized in making determinations about the relevancy and currency of course material and course offerings.

Self Evaluation
Faculty play the central role in establishing quality and improving instructional course and programs. During the last two years, the college has enlisted the support of all faculty and administrators in developing course and program level SLOs. (2A.9) All course syllabi are required to enumerate all course SLOs so that the students are clearly aware of those outcomes which they will be expected to meet upon successful completion of the course. (2A.14) Finally, course level SLOs remain primarily faculty-driven, as is the decision to modify, update, or delete courses and programs. Program review is initiated by faculty and incorporates course and program level student learning outcomes as a measure of program effectiveness.

Planning Agenda
None

II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocation education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Each career technical education program has an advisory committee which meets at least once each academic year with the faculty to review the current degrees and certificates offered. These advisory committees are comprised of industry representatives, adjunct faculty, and, where appropriate, students. New initiatives are discussed and industry representatives provide vital input regarding existing program requirements and review recommendations for change. (2A.39, 2A.40)

Course level SLOs are developed and implemented exclusively by faculty. Course SLOs are embedded in syllabi and assessed on a scheduled and agreed upon basis. Inclusion of course SLOs on the syllabi informs students at the beginning of a course exactly which outcomes they will be expected to achieve. (2A.14) Faculty within each learning area confer to assess student performance and make recommendations with regard to possible modifications of SLOs, revisions to the assessment, or course changes to improve achievement of student learning. Meetings are scheduled for faculty with the sole purpose of assessing and discussing the relevance and effectiveness of existing outcomes and rubrics at the end of each semester. (2A.25, 2A.26)

There are a variety of mechanisms in place designed to evaluate the effectiveness of instruction. First, the college routinely tracks success and retention rates for each learning area. (2A.41) These statistics are collected and made available for faculty and administrators for review and assessment. Second, faculty members regularly meet with colleagues within their learning areas to discuss the results of SLO assessments and to propose changes for improvement if needed. Third, faculty evaluations include student learning outcomes development and assessment as an element of professional responsibility. (2A.42)

Self Evaluation

Career technical education programs hold regular advisory committee meetings where courses, certificates, programs, and student learning outcomes are discussed. A significant amount of time is allocated on flex and duty days for faculty to meet and confer about the effectiveness and progress of SLO implementation and evaluation. (2A.43, 2A.44) Since 2008, each semester has an SLO assessment day set aside for faculty to discuss assessment outcomes and plan revisions to assessment instruments and course curriculum to improve student learning. (2A.26) Timelines established by the SLO committee and administration are clearly articulated and followed.

Planning Agenda

SLO Committee chair to share comprehensive report highlighting pedagogical changes resulting from SLO assessment results with the faculty, Instructional Services Council, and College Planning Council by fall 2011.

II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Providing high quality instruction with appropriate rigor and time to completion is a core goal of faculty, staff, and administrators. All courses and programs are reviewed regularly through the curriculum review and program review processes. (2A.35, 2A.45) These processes and analyses of institutional effectiveness data are used to ensure that this goal is met. The implementation of course, program, and degree level SLOs assures the synthesis of learning will be systematically tracked and dialogue fostered with improvement in instruction as the goal.

WHCC offers a comprehensive set of course offerings, including sequential courses in mathematics, English, and science, which conform to state standards and expectations and are consistent with those offered by other community colleges. (2A.7, 2A.46, 2A.47)

All faculty must meet minimum education qualification requirements and teaching standards established by the California Community College Chancellor's Office. (2A.48, 2A.49) A teaching demonstration is required as part of the interview and hiring process. (2A.50) In addition, all full-time faculty are evaluated by a committee composed of an administrator and two peer evaluators annually until tenure is granted. Evaluation occurs at least once every three years for tenured faculty. (2A.51) Classroom observations and student evaluations of each course section are included in the evaluation process. (2A.52, 2A.53)

Instructional quality is demonstrated by the catalog descriptions and course outlines for each course, as well as periodic student, peer, and administrative evaluations in the course of faculty performance evaluation. (2A.52 – 54) Course content is structured to reflect those of other community colleges and four-year institutions. (2A.55) The breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program are all evaluated by the inherent structure of the academic senate, curriculum committee, and counseling services on campus. Articulation and matriculation issues are thus resolved by the coordinated effort of the aforementioned college bodies. (2A.56) Faculty consistently play a significant role in the determination of course rigor, depth, and content through developing courses, submitting five-

year course revisions, and aligning course content to that of similar courses taught at other higher education institutions.

To assist underprepared students, WHCC offers basic skills development courses in English and math. (2A.57 – 59) In addition, special assistance is offered through the Extended Opportunity Programs and Services (EOPS) and Student Support Services (SSS) which provide services for economically disadvantaged students; Disabled Student Programs and Services (DSPS) which provides services for students with various types of learning challenges; and the College Assistance Migrant Program (CAMP) which provides academic and financial assistance to eligible migrant students. (2A.60 – 63) English as a Second Language (ESL) courses help non-native speakers develop English skills and the library houses learning resources including tutoring to aid student learning. (2A.64 – 66)

Self Evaluation
Course outlines, course syllabi, and catalog descriptions clearly articulate required course content. (2A.7, 2A.14, 2A.54) New courses are developed in such a way that content adequately reflects that of similar courses at other institutions, thus ensuring articulation and consistency for the benefit of students who intend to transfer to a four-year university. (2A.55) The professional performance of faculty members is regularly evaluated by administrators and peers, with student input, to ensure quality instruction. (2A.51) Faculty members make regular improvements through feedback from the performance evaluation process.

In the summer 2010 survey to support the self study, a rating of 4.08, indicating agreement was assigned to the statement that degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and information and learning resources. (2A.30)

Planning Agenda
None

II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of students.

Descriptive Summary
Courses delivered in a traditional classroom may incorporate lectures, discussions, student-centered activities, and presentations in the effort to foster learning through multiple methodologies. (2A.14)

The college utilizes both online and videoconferencing technology to increase the availability of courses to the diverse student population that it serves. (2A.13) The use of technology in the classroom, where appropriate, creates a more varied and effective pedagogy. The determination of whether or not to deliver a course in an online or videoconferenced modality is made jointly by the faculty and administration through the curriculum approval process. (2A.32)

Currently, students who take online courses with the college are given the opportunity to participate in a survey at the end of each semester in which they can evaluate the effectiveness of the course and the perceived strengths and weaknesses of the online modality. Results of these surveys are available to instructors and administrators and are used to assess and evaluate current teaching methodologies and strategies. The college has enjoyed significant success in offering varied and effective delivery modes for its courses. The demand for online course sections illustrates student preference for the flexibility provided by asynchronous course delivery. (2A.67) Students at the North District Center have a broader selection of courses available at the remote center location through videoconference delivery. Videoconferencing allows for a richer course schedule at Coalinga and NDC by increasing the number of unique courses that can be offered each term, especially those courses that do not fulfill general education requirements and apply to only a select number of degree programs. Students' access to a variety of courses has been greatly augmented as a result of the utilization of videoconferencing and online modalities. (2A.13) Outreach learning centers are being established in small communities within the college's service area to mitigate the issue of transportation. The college is currently assessing live web streaming of classes and lecture captures as technologies to deliver educational experiences to students served at these locations. The first such center is scheduled for opening in the city of San Joaquin in spring 2011. (2A.68)

In order to expand access to students, the college is continually investigating and considering the use of emerging classroom technologies that would enable courses to be taught in alternative distance modalities. (2A.69)

The DSPS program serves students with identified learning disabilities. Students are provided accommodations that meet their individual needs. Faculty members are informed about individual students enrolled in their courses who have identified learning disabilities and of any accommodations necessary. Instructors, DSPS staff, and students collaborate accommodate individual needs. (2A.62)

Self Evaluation

Historically, WHCC has endeavored to increase its online course offerings to accommodate those students for whom it would be difficult to adhere to a traditional course schedule. Additionally, the widespread utilization of videoconferencing has increased access to a variety of courses to students across the district. Finally, the college maintains a DSPS program designed to accommodate students with verified learning disabilities. Students enrolled in the DSPS program work individually with instructors in order to arrange testing schedules and accommodations that address individual needs.

Planning Agenda

The District Technology Council will make a recommendation during 2011 regarding the technology solution that will enable live web streaming and lecture capture as additional distance learning tools.

II.A.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

West Hills College Coalinga relies primarily on curriculum and program review for the systematic evaluation of all courses and programs. (2A.32, 2A.36)

Non-vocational courses are evaluated and revised every five years through the curriculum review process. The curriculum committee maintains the schedule of curriculum review on the portal team site. (2A.45) The curriculum review process is a systematic approach to review of relevance of course content, prerequisites, textbooks, and delivery modalities.

The instructional program review includes a comprehensive evaluation of course curriculum, achievement of student learning outcomes, and currency and appropriateness of the program to future needs of the community. (2A.29) Academic programs conduct program review every five years with a midterm report during year three. Career technical education programs are on a two year program review cycle maintained by the Instructional Services Council. (2A.36)

Course level student learning outcomes are assessed every two years, or more often, according to the schedule maintained by the SLO Committee. This cycle of SLO assessment affords the opportunity to examine achievement of student learning outcomes and to make adjustments in the teaching and learning process where indicated. (2A.11)

Program reviews, including SLO assessment data, are used by the College Planning Council in institutional planning and budget development. Program review summaries are presented to the College Planning Council to foster a broad campus awareness of instructional program efficiency, achievement of SLOs, and three year program plans. (2A.70)

Self Evaluation
Program review, curriculum review, and SLO assessment have been revised over the last two years in an effort to improve the usefulness and quality of these systematic evaluation processes in determining the currency, achievement of student learning, relevance, and appropriateness of courses and programs.

The Instructional Services Council engaged in a two year evaluation and revision of the instructional program review to increase the usefulness and value of the process to faculty. The program review template was updated to incorporate course and program level SLO data and qualitative analysis. The template revision reduced redundancy in the written response and focused the review on the core indicators of student learning, enrollment trends, resources, and planning. The Instructional Services Council developed a rubric for evaluating instructional program reviews, a review summary sheet, and a midterm report template to support the comprehensive cycle of program review. Each of the forms received approval of the Academic Senate on March 10, 2010. (2A.29, 2A.71 – 73)

The program review process was modified to broaden the audience and increase awareness of the variety of instructional programs at the college. Instructional program review is conducted in each discipline to ensure that every course is evaluated in a regular and systemic fashion. A faculty lead is asked to present the key findings to the ISC. The council is then provided an opportunity to ask questions of the presenter before the floor is open to a motion to accept the program review. A subcommittee of the ISC uses the rubric to evaluate the program review and assign a score. The rubric score is noted on the summary sheet which is then forwarded to the College Planning Council as an informational item. The program review summary sheet is a means of enhancing the role of program review in the college budget development and planning processes of the College Planning Council. (2A.37, 2A.70)

The curriculum review process was updated over the 2009/10 academic year in which the curriculum forms were redesigned for function, clarity, and ease of use. The new forms were approved by the Academic Senate on March 10, 2010, and immediately utilized by faculty for new course proposals and course revisions. The new forms facilitate electronic approval and reduce the chance of error by providing faculty options from drop down menus instead of text

fields. The design of the new forms is driven by Title 5, Program and Course Approval Handbook version 3, and best practices from the Academic Senate for California Community Colleges Curriculum Institute. (2A.34, 2A.73)

Student learning outcomes assessment has been integrated into the regular and ongoing cycle of evaluation. Each course is evaluated a minimum of one time every two years, more often if desired by the discipline faculty. (2A.11) An SLO assessment day is held toward the end of each semester where faculty share their SLO assessment results with their learning area peers and engage in discussion centered on improving student learning. (2A.26) As an example, in spring 2010, math faculty made pedagogical changes of certain courses and planned to see if there is a possibility of implementing an in-class tutor, setup a collaborative approach to presenting the topic as opposed to a lecture presentation, to bring in more real world examples in explaining a particularly difficult topic. A methodology change was instituted by instructors to collect homework and administer exams more frequently to hold students accountable. They also revised their assessment tools from multiple choice to free response to change the sequence of how the topics are presented during the semester. Department faculty collaborated to make minor curriculum changes to stress certain topics because of their importance in subsequent classes and to standardize the difficulty of projects to ensure consistency of rigor across faculty. (2A.10)

Examples of changes to courses to improve student learning based on evaluation of assessment data include the intermediate algebra instructors linking low test scores to incomplete or poorly done homework. The faculty are exploring the possibility of implementing an in-class tutor as well as emphasizing the necessity of completing homework during lecture. Faculty implemented a change to give quizzes or collect homework more often since students have a tendency to slack on their math work after exams. The computer applications instructor noticed that the preparatory material for the test was not satisfactory and made plans to make the materials more aligned and useful. The communication instructor made plans to use more role-playing before the presentations of the speeches and exams. The child development faculty analyzed the particular questions that were low scoring and added emphasis to these during lecture. The geography faculty changed the map used to be more user friendly to the students as the students gain a better understanding of regional geography. The business instructor confirmed that the methodological changes made from the prior semester, namely spending more time in the creation of the data for analysis, has showed significant improvement in student success. The math faculty incorporated many more real world examples prior to explaining the hypothesis testing in statistics. The soil science instructor saw an increase in student learning after incorporating study sessions. He confirmed this with SLO

assessment and plans to hold additional study sessions. The heavy equipment instructor made changes to ensure each student spends time daily at a particular machine. (2A.9)

The statement, current research and statistics are provided in the program review process allowing faculty, staff, and administrators to make informed decisions about evaluation and planning received a rating of 4.01 in the summer 2010 survey. While this rating indicates that respondents agree with the statement, the college will continue efforts to rely on research and analysis in program planning. (2A.30)

Planning Agenda

Instructional Services Council will establish a regular review of the effectiveness of program review and course level SLO assessment by fall 2012.

II.A.2.f The institution engages in ongoing systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to the appropriate constituencies.

Descriptive Summary

WHCC has a history of engagement in a systematic self-evaluation and integrated planning process. A performance indicator committee was convened in 2008 to review and revise the college goals and to establish measures for each goal. (2A.74) WHCC institutional goals are as follows:

1. We will maintain our focus on improving student success, improving customer service, and being learner centered.
2. We will develop and strengthen college and community interactions to improve access to education opportunities.
3. We will demonstrate academic quality, leadership, engagement, innovation, and creative thought.
4. We will effectively utilize existing resources and pursue additional resources to achieve the mission of the college.

The college goals were presented to the campus community in the presidential forum on November 11, 2008 and revised spring of 2010 through an inclusive process. Effectiveness in developing and implementing SLOs is a key performance indicator under goal 3. (2A.75, 2A.76)

WHCC relies primarily on the assessment of SLOs to measure achievement of student learning outcomes and to drive improvements to increase student learning. SLO assessment for courses,

certificates, and programs are under the purview of the SLO Committee. (2A.9) Results are summarized in an annual report. This report is presented to the Academic Senate, the Instructional Services Council, and made available on the college website. (2A.77)

The degree level SLOs are evaluated and coordinated by the college core competencies committee. The committee reviews SLO assessment data from the course and program level to determine achievement of core competencies. (2A.78) The committee also makes recommendations for improvement of core competency attainment to the Academic Senate and Instructional Services Council.

Self Evaluation

SLOs have been incorporated into the systematic evaluation of student learning across the campus. The development and implementation of SLOs as a measure of student achievement has been the primary focus of faculty development activities over the past several years. SLO workshops have been integrated into flex and duty day schedules, brown bag lunch sessions, and as featured professional development activities. (2A.43, 2A.44, 2A.79) On September 21, 2010, Dr. Mary Allen presented a workshop on integration of program level SLOs into the instructional assessment model. (2A.80) College administrators have encouraged faculty participation in SLO conferences and assessment events to develop and foster understanding of the value of assessment to the learning process. (2A.81)

Through the establishment of SLO assessment day held each term, the college supports the ongoing systematic evaluation of student learning outcomes for courses, programs, and degrees. The assessment day is structured to create an environment where dialogue, inquiry, and reflection converge on student achievement. Faculty have the opportunity to engage with others within their learning area on improving student learning. The results of SLO assessment and evaluation are published in the portal along with planned interventions to increase student achievement. (2A.9, 2A.27)

Student learning outcomes development, implementation, and assessment have been integrated into the evaluation of faculty and others directly responsible for student progress toward their stated learning goals. Informal and formal dialogue across constituencies centers on achievement of student learning outcomes.

Planning Agenda
None

II.A.2.g In an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
WHCC does not use any departmental course or program examinations; however, some courses of study do require state, national, or board certification exams. These include psychiatric technician, certified nurses' assistant, and emergency medical technician.

II.A.2.h The institution awards credit based on student achievement of the course's student learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
WHCC awards credit based on student accomplishment or student achievement of course objectives as evaluated by the methods described in the official course outline of record. Grades are given based on the students' proficiency at meeting the objectives of the course as measured by various methods such as written examinations, performance evaluation, skills demonstration, portfolio presentation, oral presentations or other methods. As student learning outcomes are rooted in the course objectives, credit awarded is directly related to the achievement of learning outcomes. (2A.14, 2A.54)

The college catalog of WHCC clearly and specifically states the criteria for evaluating student learning and awarding credit, and it reflects Administration Regulation, Board Policy, and Title 5 of California Code of Regulations requirements. The college course outlines of record reflect generally accepted norms or equivalencies in higher education. All course outlines of record are reviewed and approved by the Curriculum Committee, which is subject to oversight by the Academic Senate. The Curriculum Committee validates and assures that generally accepted norms and equivalencies in higher education are met. The college policies and procedures for the awarding of credit are clearly stated in the college catalog. (2A.7, 2A.32)

 WHCC regularly evaluates the content of its curricula in order to determine compliance with generally accepted standards. Faculty publish evaluation processes, grading criteria, and course SLOs in their course syllabi. (2A.14) The college regularly reviews the course content and catalog descriptions of community college and four-year public and private universities in order to maintain academic consistency and rigor. (2A.45) WHCC courses accepted for general education are academically integrated by the ASSIST (Articulation System Stimulating Inter-institutional Student Transfer) system. (2A.55) This system has been recognized and accepted

by the CSU and UC systems as their articulation repository of record. WHCC courses submitted through ASSIST are consistently reviewed by articulation officers at the individual institutions for acceptance or denial. In addition, elective courses are guaranteed to transfer if they meet the articulation agreements in place with CSU and UC criteria.   WHCC elective credits are guaranteed to transfer if they are numbered 1- 49 as presented in the West Hills College Coalinga 2009-2011 Catalog.

Self Evaluation

Student learning outcomes have been developed for all courses taught at WHCC which articulate the specific objectives students must meet to be awarded unit credit. These student learning outcomes are reflected in the course syllabi and on the college portal site. (2A.9, 2A.14) The curriculum and general education committee requires that all courses include multiple measures of assessment in addition to stated learning outcomes as a measure of student achievement in granting credit for courses. Upon completion of the course, the institution awards credit based on the students' achievement of those learning outcomes.

WHCC will grant unit credit to those students who complete non-traditional course credit. The college catalog states clear policies on granting credit by examination, Advanced Placement examinations, credit for military schools, CLEP (College Level Examination Program), transfer of upper division courses, directed study and audited coursework which are consistent with accepted policies for institutions of higher education. (2A.7)

Planning Agenda

None

II.A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The college catalog lists the requirements for all degrees and certificates including local requirements established by board policy. The catalog details student achievement requirements for all degree and certificate programs, including minimum competencies in reading and writing, mathematics, grade-point average requirements and courses needed for specific fields of study. Requirements for degrees and certificates are clearly stated and students must complete each of the course requirements for a particular program with a grade of C or better in order to be awarded the respective degree or certificate. The course outline of record contains learning objectives for each course included in the certificate or degree

program. These courses as a group contribute in a collective manner to the fulfillment of the requirements for degrees and certificates. (2A.7)

Core indicators have been developed through inclusive dialogue across the campus. (2A.78) These indicators serve as the general education outcomes for West Hills College Coalinga and incorporate learning objectives in the areas of:
1. critical thinking, problem solving, and creative thinking
2. communication
3. quantitative analysis and scientific reasoning
4. social, cultural, environmental, and aesthetic perspectives
5. information, technology, and media literacy
6. personal, academic, and career development.

Faculty have developed course level SLOs that are clearly linked to program level SLOs and the core competencies. The course level SLOs are being mapped to programs thus defining program SLOs. Under the guidance of the SLO Committee, the program level SLO development, mapping, and implementation is clearly defined and on track to be complete by 2012. (2A.25)

Multiple objective measures of assessment have been implemented to assure that students completing a course have achieved the learning objectives and student learning outcomes developed for courses leading to the degree or certificate. These measures are required by the curriculum and general education committee. (2A.32, 2A.34) Core competencies have been developed for the general education portion of the degree requirements and serve as the institution or degree level student learning outcomes.

California state proficiency exams are required and used as an assessment instrument in some vocational programs to determine learning outcomes. These include the nursing assistant and psychiatric technician programs. The proficiency pass rates are continuously monitored by WHCC and local employers. (2A.82) Faculty in each of the programs design curriculum to meet the basic competencies required by the state licensure exam to ensure that students are well prepared to work in the industry. (2A.40, 2A.83)

Self Evaluation
The implementation of the revised program review process includes a systematic cyclical review of course and program student learning outcomes. Certain certificates are awarded on the basis of state examinations or board reviews. In these cases, faculty members have aligned their SLOs with the criteria established by the bodies conducting these certification examinations. Psychiatric technician, for example, is one program that has made a perfect

alignment between licensure standards and the SLO scoring thresholds. SLOs inform and facilitate instruction, shape its process and focus, and have great formative value. As summative indicators, their achievement provides proof that learning has occurred. (2A.84)

A plan and timeline have been established by the SLO Committee assuring completion of one cycle of program level SLO assessment by 2012. Course level SLOs have been developed, assessed, and mapped to program level SLOs to ensure student achievement of course objectives and desired learning outcomes.

Planning Agenda
None

II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

II.A.3.a General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
WHCC participates in ongoing evaluation of the content of its curricula in order to determine compliance with generally accepted standards, and actively reviews the course content and catalog descriptions of other community colleges and four-year universities in order to maintain a consistent and relevant program of study. (2A.45) College faculty participate in the California intersegmental major preparation articulated curriculum (IMPAC) project and in the new C-ID project. The minimum standards and number of units necessary for the awarding of degrees and certificates are regularly assessed and the specific objectives of each program of study are well defined. Instructional areas establish advisories, prerequisites, and corequisites through the curriculum process in accordance with the logical sequence of courses as well as articulation and transfer requirements. (2A.32)

Core competencies have been developed that serve as the general education SLOs for West Hills College Coalinga. Through the curriculum and general education committee, the faculty

have an opportunity to submit approved course outlines to be included in the Associate degree general education requirements. (2A.32) General education courses as part of the academic and vocational degree, provides the student the opportunity to develop skills in four areas: language and rationality; natural sciences; humanities; and social sciences. Language and rationality courses emphasize both the content and form of communication and teach students the relationship of language to logic; natural science courses have as part of their learning objectives knowledge about living and non-living systems; humanities course outcomes cultivate intellect, imagination, sensibility and sensitivity and social science courses explore, at the micro and macro level, the social, political and economic institutions that underpin society. The awarding of an associate degree symbolizes a successful collaboration between WHCC and the student who has satisfactorily completed the courses required for their chosen academic goal.

The West Hills Community College District requires health education and two physical activity courses to facilitate the understanding of human beings as integrated physiological, social, and psychological organisms. The institution assures that the general education requirements fulfill the overall content and methodology goal required of each area. (2A.7)

Self Evaluation
WHCC meets the standard. Each course and degree program has specified student learning outcomes which are regularly reviewed and modified to reflect the standard of achievement and serve as a measure for identifying effectiveness of instruction. (2A.9)

Faculty assess student learning outcome achievement and initiate dialogue on instructional improvement based upon evaluation of SLO assessment results. Methodology changes reflecting such things as current standards of industry and new research findings are incorporated to increase student learning. SLO assessment results are used to identify areas where instruction can be adjusted to ensure continuous quality improvement in the delivery of instruction and gains in student achievement. (2A.9)

Faculty share SLO assessment results and discuss the implications of the findings at the end of each semester on the SLO assessment day. The dialogue within learning areas on SLO assessment days has led to instructional changes to course curriculum, to methodology, and to assessment method to increase student learning. The results of the dialogue, including planned action, are posted by faculty in MyWestHills where they are accessible to all. (2A.9, 2A.26)

From institutional planning and curriculum development, to delivery of instruction and measurement of student learning outcomes, the college relies upon SLO assessment and

program review. The integration of planning and assessment provide a comprehensive framework for instructional improvement within the general education curriculum.

Planning Agenda
None

II.A.3.b A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
WHCC general education requirements afford students the opportunity to become life long learners, with skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis /logical thinking skills. These skills serve to provide students with a foundation to be problem solvers in subsequent coursework, employment, and personal development. The WHCC catalog lists the minimum general education competency levels which ensures students develop skills involving oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking required for the associate degree. (2A.7) Although information competency, computer literacy, and the ability to acquire knowledge through a variety of means are not required by explicit policy, the curriculum committee determined through careful review of general education and major courses, that computer literacy skills were attained through the successful completion of required coursework.

Courses in biology, chemistry, geography, geology, mathematics, and physical science meet the scientific and quantitative reasoning requirement. Critical analysis/logical thinking requirements are met through courses in education, English, philosophy, sociology, and communication. Students seeking an associate in arts degree are required to demonstrate minimum competencies in reading, writing, and mathematics. Competencies in reading and writing can be demonstrated by the following: completion of composition with a grade of C or higher, transfer to WHCC from another accredited college with a C grade in an equivalent course, or a score of 3, 4, or 5 on a College Board Advanced Placement English Exam. Competencies in mathematics can be demonstrated by completion of intermediate algebra with a grade of C or higher or transfer to WHCC from another accredited college with a C grade in an equivalent course. (2A.7)

Self Evaluation

Each course at West Hills College Coalinga has established, as part of the approved curriculum, assignments that demonstrate critical thinking. Course descriptions illustrate that courses consistently offer students the opportunity to build and demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. (2A.34) Student learning outcomes for each course and program serve to measure the effectiveness of instruction in achieving desired student learning outcomes.

Students completing career technical education programs at WHCC are experiencing high levels of success in securing and maintaining employment. Coalinga State Hospital (CSH) recruits and employs WHCC psychiatric technician program completers each semester. (2A.85) The heavy equipment program holds a recruiter bar-b-que each term where potential employers have the opportunity to observe students operating equipment, students are often offered positions on the spot. Administration of justice programs work directly with local employers California Highway Patrol, Pleasant Valley State Prison, Avenal State Prison, and Coalinga State Hospital to provide students opportunity for local positions in law enforcement and corrections. Further, the advisory committee meeting minutes indicate that WHCC vocational program completers are well prepared for entering the work force. (2A.39, 2A.40)

WHCC continues to provide students numerous opportunities to develop technological competence. In addition to computer labs, laptops and desktop computers are available in the Rodney B. Fitch Library providing students access to a variety of information gathering tools and diverse educational media including several research database services. (2A.86) Student support programs and faculty regularly offer workshops for students on research, using databases, career exploration, information literacy, and navigating online resources. (2A.87)

Planning Agenda
None

II.A.3.c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally and globally.

Descriptive Summary
All general education courses at West Hills College Coalinga require some recognition of what it means to be an ethical human being and effective citizen. The course outlines include examples of assignments that demonstrate critical thinking skills, methodologies, or other examples of how cultural pluralism is addressed in the course. (2A.54) WHCC publishes its academic honesty

policy in its catalog and on the college website including guidelines for acceptable student conduct. WHCC accepts a limited number of international students for admission each year. These students contribute to the achievement of one of the WHCC instructional goals, which is to familiarize students with a wide cultural base to increase awareness of the world's diverse population. WHCC holds students to a code of conduct adopted by the Board of Trustees and published in the college catalog and website. (2A.7, 2A.88, 2A.89)

Student organizations with service, political, academic, social, and cultural objectives offer students the opportunity to participate in areas of specific interest. The associated student body (ASB) is made up of elected student officers and serves as the voice of the students to the college administration. ASB officers are encouraged to enroll in a student leadership course. Students are appointed by ASB to serve on the College Planning Council (CPC), and other college councils and committees, where they present the student perspective and report back to the student body. (2A.90)

Self Evaluation
Courses and college activities serve to develop recognition of what it means to be an ethical human being, an effective citizen, and an individual who appreciates and promotes diversity.

Cultural events include campuswide celebrations of Hispanic Heritage Month, African American History Month, Disability Awareness Month, and international holidays increasing understanding and sensitivity to others. Student organizations also sponsor blood drives, assist with food bank distribution, and provide holiday gifts and food to needy families. (2A.91)

WHC Coalinga demonstrates its commitment to student learning by offering a curriculum that addresses the recognition of what it means to be an ethical human being and effective citizen. Some courses, such as ethics (PHIL 3), focus on the students' clarifying values in response to ethical questions and concerns. Other courses, such as cultural history of the Chicano (HIST 32), women's roles in history (HIST 44), introduction to business (BUS 20) and cultural geography (GEOG 3), provide students with a cultural foundation so that they may be able to respond subjectively as well as objectively, and increase awareness, understanding and appreciation of the traditional humanistic disciplines. (2A.92 – 97)

Instructional goals for the general education curriculum as listed in the catalog include the following: 1) general education in those areas that are required for everyday living, such as communications and the humanities; 2) courses and programs that will enhance the physical and emotional well-being of the members of it service community; 3) courses and programs that will familiarize students with a wide cultural base so that they may become aware of their

humanity and become effective members of society; 4) courses that will enable students and community members to acquire the knowledge, skill, and experience in recreational activities for the enrichment of their lives; and 5) experiences which will develop in students a sense of pride in themselves, their college and their community. (2A.7)

Planning Agenda
None

II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
WHCC offers twenty instructional programs leading to an associate of arts degree, eight programs leading to an associate of science degree, and eight programs leading to a certificate. The college has made a commitment to its diverse student population to provide at least one area of inquiry or an established interdisciplinary core in each course of study. Individuals who follow their student educational plan can complete courses necessary for a degree program. Each degree requires completion of at least eighteen units in a major field of study or an area of emphasis. (2A.7)

Self Evaluation
All West Hills College Coalinga degrees include a major that is focused in one area of inquiry or an interdisciplinary core. The associate degree programs incorporate the general education requirements defined in Title 5. The catalog presents each program of study separately for that particular area of study. Programs of study are either in a focused area of inquiry or an area of emphasis. New programs and program revisions are evaluated and implemented through the curriculum committee. (2A.32) Dialogue among faculty, the articulation officer, special assistance program staff, and advisory committee members, evaluates each program to make certain that desired outcomes are being achieved.

Planning Agenda
None

II.A.5   Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
WHCC technical and occupational certificate programs demonstrate the institutional commitment to meeting community economic and employment needs. Some career and technical occupation programs have standards in place that are set forth by outside regulating or accrediting agencies. State certification and licensure exams establish basic proficiency before students become employed. Advisory committees provide industry specific feedback to drive changes in curriculum. Curriculum and student learning outcome committees evaluate learning objectives, instructional effectiveness, and outcomes. The state proficiency exam pass rate for the nurse assistant program continues to be near 100%. The 2008/09 pass rate for students taking the psychiatric technician state licensure test for the first time was 96.43%. The state average for first time test takers is 70-75%. (2A.40, 2A.98)

The Westside Institute of Technology (WIT) is a joint collaborative venture between Firebaugh Las Deltas Unified School District, Golden Plains Unified School District, Mendota Unified School District, and West Hills Community College District. These districts collaborated in an historic memorandum of understanding pledging fiscal, and/or in-kind resources, and philosophical support of the new regional vocational training facility. (2A.99)

The vocational training programs offered through the WIT have been aligned with model curriculum standards where available and industry standards to ensure that students meet state licensure requirements. Local employers and industry leaders provide the guidance and expertise necessary to ensure that the curriculum offered by WIT is driven by industry and employer standards in both credit and contract courses. Instructors and vocational assistants hired to provide the occupational training typically have a long employment history in that specific industry and possess industry certification. Hands-on experiences are integrated into all trainings provided by the WIT to promote deep understanding of an industry. (2A.100)

Students enrolled in the WIT truck driving program are presented with classroom learning, simulation experiences, and behind the wheel learning opportunities to fully understand the requirements of employment and Department of Transportation (DOT) rules and regulations. Classroom learning incorporates both lecture and role play. Simulation is used to promote learning in a safe environment. A truck chassis simulator provides students with the feel of being behind the wheel while a brake board offers a unique opportunity to see how the brake system operates. Finally, the behind the wheel experiences are designed to incrementally increase driving skills from simple to complex maneuvers. This comprehensive approach to

truck driver training fully prepares students for state licensure and employment, the program boasts a 90% completion rate and 70% employment rate. (2A.100, 2A.101)

Self Evaluation

West Hills College Coalinga students completing career technical education certificates and degrees demonstrate technical and professional competencies that meet employment and other standards and are prepared for licensure exams. Regulatory agencies require annual reports about the status of affected programs, student learning objectives, admissions, and completions. The objectives for the various certificate programs are reflected as the minimal competencies for employment. Furthermore, contract education courses are now a standing item on the Curriculum Committee agenda to enhance consistency across course sections and to build awareness of contract education course offerings among college faculty. (2A.102)

An indicator of the success of the occupational certificate programs is evidenced in the employment of the students upon completion of the various programs. Job placement and retention rates, in concert with achievement and completion rates, are compiled in the vocational and technical education act (VTEA) core indicators on the California Community College Chancellor's website. The measures are disseminated and discussed with advisory committees, discipline faculty, and the curriculum committee. (2A.103)

When an occupational program does not adequately prepare its students to take the state licensure exam required for employment, as indicated by satisfactory pass rates, the program is evaluated and adjusted to improve student success. For example, when the psychiatric technician program suffered a decrease in the percent of students passing the state licensure exam on the first attempt, prerequisites were implemented in fall 2006 so that students entering the program were better prepared for its rigor. Additionally, the course sequence was changed to align the core course content with exam preparation. As a result, the summer 2009 report by the California Board of Vocational Nursing and Psychiatric Technicians ranked West Hills College Coalinga second in the state for pass rates on the licensure exam with a rate of 87% on first attempt. The spring 2010 report reflected a 96.43% pass rate for WHCC. (2A.40, 2A.82)

Planning Agenda
None

II.A.6 **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

II.A.6.a **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Descriptive Summary

West Hills College Coalinga accepts transfer credit for lower division courses taken at accredited institutions of higher learning. The college catalog contains clearly stated transfer of credit policies to ensure the mobility of students without penalty. Counselors evaluate college transcripts to ascertain that the expected learning outcomes for transferred courses are comparable to the learning outcomes of WHCC courses. (2A.7)

To meet its institutional commitment to fulfilling the transfer mission, WHCC maintains articulation agreements with four-year colleges that include major preparation, general education, course-by-course lists, and transferable course agreements. Transfer information is made available to students, faculty, and staff through the articulation system stimulating inter-institutional student transfer (ASSIST) website and the WHCC website under the transfer center link. (2A.55, 2A.104) Partnerships with out-of- state and private institutions are developed with the articulation officer who works in concert with faculty and the office of Instruction to provide degree and course information for the approval process. Copies of articulation agreements with private and out of state institutions are available from the articulation officer.

Title 5 requirements for an associate degree changed in the fall 2009. All community colleges now require transfer level English composition and the equivalent of an intermediate Algebra class for the English and math proficiency for the degree. Students have to complete these courses with a C grade or higher. Counselors and advisors were proactive in communicating to students the change in graduation requirements and the role of catalog rights to assist students in degree completion. (2A.105)

WHCC offers lower division general education and major courses that meet admission requirements to the CSU and UC systems. Students may choose to participate in the California

State University (CSU) general education certification course pattern or the University of California (UC) intersegmental general education transfer curriculum which accepts specific WHCC courses to satisfy most lower division requirements for a baccalaureate degree. Partnerships with out-of- state and private institutions are developed with the articulation officer who works in concert with faculty and the office of Instruction to provide degree and course information for the approval process. The most current Chancellor's Office data from 2006/07 holds that WHCC transferred 83 students to California private colleges and nearly 100 students to out-of-state institutions. Copies of the articulation agreements with the top six transfer institutions are available in the office of articulation and matriculation. Articulation on a course-by-course basis is done upon request by WHCC and the college to which the student transfers. (2A.56, 2A.106)

Course evaluation to certify that the expected learning outcomes for courses accepted by other institutions are comparable to the learning outcomes of WHCC courses is a collaborative effort between counseling and instructional faculty with the assistance of ASSIST for the CSU, UC, and California Community College systems and Transfer Evaluation System (TES) for private and out-of-state institutions. TES is an online repository and web service featuring catalogs from over 3,900 colleges and universities. The website assists counselors and faculty to access course descriptions, degree requirements, institutional profiles including accreditation status and instructional calendars to determine course equivalencies.   Articulation agreements between the college and high schools, within the college service area, are also maintained and promoted through 2+2 agreements. Faculty from the high school and college collaborate to determine where agreements that foster beneficial links for students may be developed. (2A.56, 2A.107)

WHCC has enjoyed a positive working relationship with the closest public four-year university, CSU Fresno for many years. The recent minor exception has been developing articulation agreements for biology courses for students desiring transfer into the nursing or biology departments at the university. WHCC faculty, the chief instructional officer, the president, and the district chancellor have met with representatives of the university at various times to dialogue and work through the challenges. Dialogue continues and faculty have developed alternative hybrid courses that provide students with face-to-face laboratory experiences to meet the expectations of the faculty at CSU Fresno. Communication between and among other departments remains positive and robust. (2A.108 – 110)

Self Evaluation
Articulation processes in place at WHCC demonstrate the institution's commitment to providing students with clear lines of transfer from college to university. The ASSIST web address is included at the bottom of program listings in the catalog so that students can easily access the

transfer status of courses taught at WHCC. ASSIST serves 112 California community colleges, 23 California state universities, and 10 University of California campuses to provide details regarding transferable courses to students as they move from community colleges to universities. Articulation agreements with local high schools provide increased opportunities for students.

As transfer level courses are developed and revised by faculty and reviewed by the appropriate instructional areas, the college articulation officer works closely with faculty to facilitate articulation with four-year institutions. (2A.34) The articulation officer is a permanent, voting member of the college curriculum and general education committee and a non-voting member of the district educational coordinating committee. (2A.32) Although the college curriculum committee recommends course transferability following CSU Guiding Notes for General Education Reviewers, it is subject to review by the CSU chancellor's office and UC office of the president.

In response to the growing number of transfer students selecting private universities, WHCC has developed partnerships and articulation agreements with Franklin University, DeVry University, and Fresno Pacific University. The college works closely with out of state universities and colleges students select for their baccalaureate degrees. Counselors serve as liaisons between students and their transfer university to assist students in completing the required courses for transfer. (2A.106)

Planning Agenda
None

II.A.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
Board Policy and Administrative Procedure 4020 provide broad parameters for the establishment of procedures for establishment, modification, or discontinuance of programs and curriculum. WHCC provides opportunities for students enrolled in eliminated programs to substitute alternative courses for those otherwise not available. Area faculty and counselors coordinate with impacted students to determine appropriate substitution plans on an as needed basis. Plans may include directed study to assure that students are allowed to pursue educational plans with a minimum of interference. The college has a course substitution process that provides additional options for meeting graduation requirements. (2A.111 – 113)

Self Evaluation

Upon the elimination or significant change of requirements in a program of study, students have been provided options for completing their education. As a small college WHCC both anticipates and responds to student needs. Recent retirements of full-time faculty in performing arts limited the breadth of courses offered. Students were encouraged to work with counselors in identifying course substitutions that allowed them to meet the graduation requirements and complete their degree with a minimum of disruption. The performing arts programs were not eliminated, but the retirements did impact the availability of course offerings and the college took a proactive approach to assure that students were able to reach their educational goals with minimal disruption. The college does not have an established policy for program discontinuance, nor has there been a need for such in the past six years. The curriculum handbook is under revision and will include a program discontinuance procedure and policy to guide decision making. (2A.32)

The summer 2010 accreditation self study survey assigns an overall rating of 3.98 to the statement that the college has clearly established regulations and programs for planning, creation, and elimination of program requirements. On the survey scale, 3 is neutral and 4 is agree. This reflects the college's commitment to students that they have opportunity to complete their program with a minimum of disruption. (2A.30)

Planning Agenda

Curriculum Committee to develop policy on program discontinuance by fall 2012.

Administrators to assign areas of the college website to staff to assure accuracy and timeliness of publication of instructional policies and procedures by fall 2011.

II.A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

West Hills College Coalinga represents itself clearly, accurately, and consistently to prospective and current students, staff, and the public. The catalog serves as the primary print resource and the college website provides electronic access to the WHCC vision, mission, and general education philosophy statement, degree offerings, student resources, student fees, names of

administrators, faculty, and governing board. The two-year catalog is reviewed and updated annually, and an addendum is added at the end of fall semester. The WHCC catalog is produced and maintained by the vice president of educational services under the auspices of the curriculum committee. (2A.7)

Regulations pertaining to public relations, printed materials, and publications for WHCC are defined in board policies. The district director of marketing is responsible for the release of information on programs and events at the college. All publications including news releases, newsletters, programs of events, fliers, brochures, posters, and forms must be approved by the district marketing office and the appropriate administrator before being distributed assuring the integrity of district publications. WHCC complies with the Fair Political Practices Commission's interpretation of Proposition 73. (2A.114)

Course schedules are maintained on the WHCC website. Revisions and additions, which follow appropriate approval channels, are subsequently posted on the college website where real-time information is available to all. The electronic version provides more accurate and timely information regarding course offerings than do traditional paper copies. A limited number of hard copies of the course schedule are available through student services upon request. (2A.88)

The college instructional calendar, the final exam schedule, the student handbook, the dining hall menu, international student program information, athletic schedules, and information on other current programs are maintained on the WHCC website. Selected staff have access to update program and college information on the web assuring timeliness and accuracy of information. (2A.88)

Self Evaluation
West Hills College Coalinga meets the standard. WHCC presents itself accurately and consistently to the community and prospective students, and maintains its integrity through its catalogs, publications, and statements, including those published in electronic format.

The vice chancellor of institutional effectiveness and enrollment management, and assigned staff, continue to make the website user-friendly. The staff ensure that information is regularly reviewed and updated, guaranteeing accuracy and accessibility.

Publications, such as direct mailings and newspaper advertisements, are regularly presented to the community. The @ West Hills College, formerly the Dialogue, newsletter was published three times in 2008 and twice in 2009. It serves to keep the community informed regarding special events and programs in which WHCC participates. These include partnerships with

external agencies, featured guests, student stories, programs that offer career opportunities, alumni of the year, major construction projects, outstanding faculty, outstanding employees, special programs, special marketing, community supporters, and special awards. It is mailed to residences within the district's service area. In addition, the president's office posts the President's Pen newsletter monthly on the college web site to inform the college and surrounding community of coming events and past activities. (2A.115, 2A.116)

In fall 2009, the district portal was launched to offer employees and students district wide news and specific campus news for each of the district wide campuses. Currently, Facebook and twitter are used to communicate district plans, events, and reports. Recent awards shared with the community include the July 2009, The Chronicle of Higher Education's designation of West Hills Community College District as a "Great Colleges to Work For" and the Washington Monthly's recognition of the North District Center as one of the a nation's top 50 community colleges. (2A.115, 2A.116)

Planning Agenda
None

II.A.7   In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibilities, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a   Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary
WHCC maintains a strong commitment to academic freedom and responsibility. Faculty recognize the importance of distinguishing between personal conviction and professionally accepted views in a discipline. Board Policy 313 requires that faculty pursue the subject matter and in a manner consistent with standards of scholarly objectivity as defined by academic tradition and practice. In October 2003, the board of trustees reviewed and updated its statement on ethics and conduct. New Board Policy 4030 Academic Freedom is currently under review through the shared governance process. (2A.117 – 119)

Self Evaluation

West Hills College Coalinga meets the standard. WHCC expectations regarding academic freedom and responsibility are detailed in board policy made available on the district website. Faculty are expected to be fair and objective in presentation of course material and in evaluation of student performance. No complaints, formal or informal, have been received regarding faculty failure to present data and information fairly and objectively.

Planning Agenda

None

II.A.7.b   The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Students at West Hills College Coalinga are granted rights and privileges, through policies and procedures adopted by the governing board. Students also assume certain responsibilities and adhere to standards of personal conduct outlined in the college catalog and board policy. Violation of the rules and regulations are subject to disciplinary action. Dishonesty, including but not limited to; furnishing false information to the college, cheating, and plagiarism is covered in Board Policy 5500and 5505, and consequences are covered in Administrative Procedures 5500 and 5520. (2A.89, 2A.120 – 122)

Self Evaluation

West Hills College Coalinga meets the standard. The college publishes in its board policies, catalog, and website clear expectations concerning student academic honesty and the consequences for dishonesty. Upon attempt to enter the portal or Blackboard learning environment users are presented with the link to the Academic Honesty Policy. Penalties for plagiarism and other forms of academic dishonesty include reprimand, disciplinary probation, suspension, and expulsion depending on the infraction. Instructors are also required to include a specific statement regarding the academic honesty policy in syllabi that are provided to students on the first day of class. (2A.14)

Faculty have reported to the vice president of educational services that plagiarism and other forms of academic dishonesty have increased significantly with advances in technology. In an effort to increase academic integrity, Board Policy and Administrative Procedure 3720 have been established on acceptable use of electronic resources, and an updated academic honesty

statement is included in the WHCC 2009-2011 catalog as well as the student code of conduct. (2A.7, 2A.124, 2A.125)

Planning Agenda
None

II.A.7.c   Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

West Hills College Coalinga, as a nonsectarian, public institution, does not champion specific beliefs or world views.

II.A.8   Institutions offering curricula in foreign locations other than U.S. nationals operate in conformity with standards and applicable Commission policies.

West Hills College Coalinga does not offer curricula in foreign locations.

Standard II A: References

2A.1 WHCC Instructional Program Review Samples

2A.2 WHCC Non-instructional Program Review Samples

2A.3 Program Review Data Report Samples

2A.4 Curriculum and General Education Committee Minutes, Psychiatric Technician Program

2A.5 Farm of the Future Advisory Meeting Minutes

2A.6 Scheduling Input Email from Jill Stearns to WHCC faculty, spring 2010

2A.7 WHCC Catalog, 2009 – 2011

2A.8 Student Learning Outcome Flex Day Materials, fall 2006 – current

2A.9 Student Learning Outcome Portal site

2A.10 Student Learning Outcome Assessment Meeting, Math Faculty

2A.11 Student Learning Outcome Timeline

2A.12 WHCCD Enrollment and Data Report Samples

2A.13 WHCC Schedule Samples

2A.14 Course Syllabi Samples

2A.15 WHCC Technology and Training Workshop Schedule, Fall 2010

2A.16 Curriculum and General Education Committee Minutes, Distance Education approvals

2A.17 Online Readiness Quiz

2A.18 Cisco Systems visit materials

2A.19 WHCCD Portal site

2A.20 WHCC Success and Retention Report Samples, by Modality

2A.21 Student Learning Outcome Committee Minutes, fall 2010

2A.22 Academic Senate Minutes, spring 2010

2A.23 WHCC Instructional Services Council Minutes, January 29, 2008

2A.24 Learning Centers/Instructional Area Faculty List

2A.25 Student Learning Outcome Mapping Samples

2A.26 Student Learning Outcome Assessment Day email announcement

2A.27 Student Learning Outcome Assessment Day presentations

2A.28 Student Learning Outcome Survey Results, fall 2010

2A.29 WHCC Program Review Template for Instructional Programs

2A.30 WHCCD Accreditation Survey, summer 2010

2A.31 Student Learning Outcome Handbook

2A.32 Curriculum and General Education Committee Handbook

2A.33 Curriculum Routing Diagram

2A.34 Course Outline of Record Form

2A.35 Curriculum and General Education Committee Minutes, New Course approvals

2A.36 WHCC Instructional Program Review Schedule

2A.75 WHCC President's Forum Presentation, November 11, 2008

2A.76 WHCC Key Performance Indicators, spring 2010

2A.77 Student Learning Outcome Comprehensive Report Presentation, fall 2010

2A.78 WHCC Institutional Student Learning Outcome Committee Minutes, fall 2010

2A.79 Brown Bag Lunch email announcement

2A.80 Student Learning Outcome Assessment Workshop Presentation, September 21, 2010

2A.81 Student Learning Outcome Conference travel requests, Samples

2A.82 Psychiatric Technician California State Proficiency Exam Results and Pass Rates

2A.83 Psychiatric Technician Course Outline of Record, Samples

2A.84 Psychiatric Technician Student Learning Outcomes, Samples

2A.85 WHCC Psychiatric Technician Employment Data

2A.86 WHCC Library Virtual Tour

2A.87 Student Support Services Workshop Flyers, Samples

2A.88 WHCC Website

2A.89 WHCCD Board Policy 5500, Standards of Student Conduct

2A.90 WHCC Associated Student Body By-Laws

2A.91 WHCC Cultural Awareness Activity Flyers, Samples

2A.93 PHIL 3 Course Outline of Record, Ethics

2A.94 HIST 32 Course Outline of Record, Cultural History of the Chicano

2A.95 HIST 44 Course Outline of Record, Women's Roles in History

2A.96 BUS 20 Course Outline of Record, Introduction to Business

2A.97 GEOG 3 Course Outline of Record, Cultural Geography

2A.98 Nurse Assistant Program State Proficiency Exam Results and Pass Rates

2A.99 Westside Institute of Technology Website

2A.100 Westside Institute of Technology Annual Report

2A.101 Westside Institute of Technology Truck Driving Program Curriculum

2A.102 Curriculum and General Education Committee Minutes, Contract Education courses

2A.103 WHCCD VTEA Advisory Committee Meeting Materials

2A.104 Transfer Center Website

2A.105 WHCC Student Services Council Minutes, spring 2009

2A.106 WHCC Transfer Report

2A.107 2 + 2 Agreements, Samples

2A.108 BIO 32 Distance Education Addendum, Human Anatomy

2A.109 BIO 15 Course Outline of Record, Biology for Education

2A.110 WHCC/CSUF Biology transfer communication, Samples

2A.111 WHCCD Board Policy 4020

2A.112 WHCCD Administrative Procedure 4020

2A.113 Course Substitution Form

Standard II B: Student Learning Programs and Services

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its program, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1   The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

WHCC provides quality student support services that reflect the diversity of its student population. These services include programs such as Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources and Services (CARE), Student Support Services (SSS), CalWORKs, High School Equivalency Program (HEP), College Assistance Migrant Program (CAMP), and Upward Bound. These programs are listed in the catalog and demonstrate the institution's commitment to providing learning opportunities for its diverse population. (2B.1)

Special program services are integrated with admissions and records, advising, counseling, orientation, financial aid, and assessment testing as part of the comprehensive student services available from West Hills College Coalinga. The institution assures the quality of student support services and demonstrates that these services enhance achievement of the mission of the institution by the college's program review process. (2B.2) Each program in student services is on a five year program review cycle.   The Student Services Council (SSC) which consists of students, faculty, classified staff, and administrators, oversees student support services program reviews and makes recommendations to the College Planning Council (CPC) in order to improve student services. Additionally, all state and federally funded special student support services programs submit required progress reports and end-of-the-year reports as required to the appropriate state or federal office. (2B.3 – 6)

In November 2008, WHCC submitted a self study on the institution's categorical programs which included EOPS, CARE, CalWORKs, DSPS, and matriculation. The site review team, designated by the California Community College Chancellor's Office, visited the campus for three days in spring 2009 during which they interviewed program staff and students. Recommendations were presented to the college during the visit, and a follow up report was sent to the college during the summer 2009. In that report, the college was commended for its strong collaboration amongst student services staff whose attitudes were noted to be student centered. Evidence that supports this include; collegewide counselor and advisor meetings, high school visitation done in teams from all aspects of the student services staff, and the close working relationship amongst all entities of the student services department. According to the site visit team report, "This type of collegial approach to serving students has a direct result in student retention, persistence and success." In addition, the team commended the college's one-stop-shop model and the development of a culture of comprehensive services in a collegial environment to ensure maximum student support with the most accessible process possible. (2B.7)

The visiting site team commended the student services program for standardizing the development and format of SLO's and the assessment plans. Recommendations from the site review team were identified as continuing with the process of assessing SLOs and modifying practices according to the assessment findings, to best serve students. Non-instructional programs regularly assess student learning outcomes as part of the ongoing effort to enhance institutional effectiveness. (2B.3) SLOs serve as the primary means of assuring quality of student support services.

WHCC is designated as a Hispanic Serving Institution (HSI) recognized by the Hispanic Association of Colleges and Universities (HACU) which serves as an advocate in Washington D.C. The college received renewal of the College Assistance Migrant Program (CAMP) grant which provides academic and support services including financial assistance to eligible migrant students who are admitted and enrolled on a full-time basis. West Hills College Coalinga was awarded a High School Equivalency Program (HEP) grant in 2009 and has had Student Support Services/TRiO grants for many years. (2B.8, 2B.9) The college actively seeks funding for support services that target the large local population of first generation college attendees of Hispanic descent.

WHCC offers athletic programs with seven intercollegiate sports, men's football, men's basketball, men's baseball, women's volleyball, women's softball, and rodeo for men and women. The athletic department engaged in a comprehensive program review in compliance with the office of the California Community College Athletic Association (CCCAA) in 2010. This review included development of a departmental self study and a site visit from the program review team selected by the CCCAA in April 2010. (2B.10) The focus of the review was to ensure

that student athletes and athletic programs meet the standards set forth by the governing bodies of the CCCAA.

The West Hills Community College District engaged in a distance learning strategic planning process in 2008/09. The planning process was led by expert consultants and included faculty, staff, and administrative participants from all district locations. (2B.11) The resultant distance education strategic plan identified student service consultant were shared districtwide and in the summer of 2010, teams from both Coalinga and Lemoore began to address areas identified for improvement. These strategic planning processes formalize the effort of West Hills College Coalinga to provide high levels of student services to all constituencies regardless of delivery mode or location. (2B.12)

Self Evaluation
West Hills College Coalinga is committed to providing high quality student services regardless of location or means of delivery. The college uses non-instructional program review, surveys, state level program review, and SLO assessment to ensure the quality of student development and support services. (2B.13, 2B.14) The college relies on strategic planning and evaluation of assessment data to assure that high quality student services are available regardless of location or mode of delivery. (2B.12)

The categorical site visit, reviewing five programs which provide services directly to enhance student success, occurred in April 2009. (2B.7) The commendations in the site visit summary report reflect a college which actively pursues a collegial approach to serving students has a direct result in student retention, persistence, and success. Recommendations from the site review include continuing the process of assessing SLOs and modifying practices accordingly, to best serve students. Assessment of those student learning outcomes is ongoing. (2B.14) The site team visit evaluation commended the college on its online services, in particular the orientation which receives predominantly favorable student comments. (2B.15)

During the spring of 2007, WHCC participated in the Community College Survey of Student Engagement (CCSSE). The CCSSE provides feedback on student engagement and learning and serves to help colleges identify areas in which students' educational experiences can be enhanced. (2B.16) Six hundred and eighty-eight (688) students from all WHCCD locations participated and the responses were compared to responses from medium to large colleges. Average scores for these colleges were used as a benchmark for West Hills Community College District. The district scored 6.3 points above all community colleges in active and collaborative learning, 6.1 points above all in student effort, 3.3 points above all in academic challenge, 2.7 points above all in student-faculty interaction, and 6 points above all in support for learners.

The 2010 athletic program review confirmed that WHCC complies with the standards and regulations established by the CCCAA. Commendations from the visiting team included recognition of the college commitment to monitoring athletes and encouraging them to take advantage of services available on campus, the Student Leadership Committee, and community outreach activities undertaken by student athletes. Recommendations from the team included development of a form for student violations and process for notifying the head coach, an annual update to the student athlete handbook, and appointment of a counselor to serve the needs of student athletes and participate in departmental meetings. (2B.10)

WHCC administration encourages and provides forums for dialogue centered on meeting the needs of students. Faculty and staff collaborate at the committee and council level where design and delivery of student services are brought forth as agenda items. (2B.17) The Student Services Council reviews college performance indicators in the areas related to student support services and develops a plan of action to address any areas that fall below the established benchmark. (2B.4)

As a result of the online student services audit, an action plan guides the development and implementation of online student services. A timeline sets forth those items that can quickly be developed and implemented as first priority items to increase the level of service to students immediately. (2B.18, 2B.19) The items requiring coordination of efforts across departments or the installation of new software and hardware are targeted for implementation according to the impact they will have on the student experience. The strategic planning team focused on maximizing service to students in the shortest timeframe as a priority in establishing the timeline for service implementation. (2B.12)

Planning Agenda
Student Services Council and the department of Academic Training and Technology to development and implement enhanced online student services to serve local and distant students according to the timeline established in the distance education strategic plan.

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

    a. **General Information**
- **Official Name, Address(es), Telephone Numbers, and Web Site Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**

- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

b. **Requirements**
- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation, and Transfer**

c. **Major Policies Affecting Students**
- **Academic Regulations, Including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. **Location or publications where other policies may be found**

Descriptive Summary

Information regarding the college's educational mission, courses, programs, degree offerings, academic calendar, programs, academic freedom, financial aid, learning resources, names and degrees of administrators and faculty, and the names of the Governing Board are detailed in the catalog. The catalog is also available on the WHCC website in a PDF format. An addendum is available for the 2010/11 academic year including changes in courses, programs, and policies approved by college committees and the governing board. (2B.1, 2B.20)

The college catalog outlines policies which affect students including; academic regulations, honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees.   The state mandated matriculation plan requires that WHCC provide services, information and adequate staff to serve students. (2B.21) The processes of admissions, assessment testing, orientation for new students, counseling services, and registration is accessible to all students both in person and online, and are key in supporting student learning. WHCC offers a fully online orientation, developed in 2008, which is accessible anytime via a link from the college website. In this orientation, counseling staff highlight information critical to new student and takes the viewer on a virtual tour of the catalog. This orientation received very positive commendations from the categorical program visiting site team. (2B.15)

Self Evaluation

WHCC provides a catalog with precise, organized, and current information available in print and on the college website. Students are provided with a free copy of the catalog upon request or by attending new student orientation. Matriculation mandates that WHCC provide services, information, and sufficient staff for all incoming students. The processes of admissions, assessment testing, orientation for new students, counseling services and registration are accessible to all students and are key to supporting student learning.

Planning Agenda

Under the direction of the chief instructional officer, develop and deliver a college catalog and student handbook as an integrated document to support student learning by summer 2011.

II.B.3   The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a   The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

West Hills College Coalinga seeks to combine quality education, access, diversity, and service to create an environment that promotes intellectual, personal, and professional growth for students, faculty, and staff. The college identifies educational support services for its students through extensive dialogue and provides a variety of services, including outreach presentations, admissions assistance, placement tests, new student orientations, individual and group counseling and advising sessions, classroom presentations, student forums, satisfaction surveys, and financial aid workshops to meet student needs. (2B.22 – 25) All student support programs undergo regularly scheduled program review, which includes student learning outcomes assessment, to ensure that the college evaluates and improves its student learning support for all, regardless of service location or delivery method. (2B.3)

WHCC provides a variety of student services including:

Admissions and Records: Admission and record functions are coordinated by the vice chancellor of institutional effectiveness and enrollment management, who provides direction to the student services programs regarding admissions, registrations, records, transcripts, and grades. (2B.26) Staffing includes one full-time admissions assistant and one full-time student service assistant on

the Coalinga campus and four part-time staff serving students at the North District Center in Firebaugh.

Counseling and Advising: Counselors and advisors provide services to assist students in making effective academic, personal, and career decisions. Generally, students make individual appointments for counseling and advising; however, counselors and advisors are available on a walk-in basis the first two weeks of the term and peak times throughout the semester. Counseling and advising is available through the Ask a Counselor link on the college website. (2B.27) Counselors visit the classrooms upon request by faculty to inform students about support services that are provided every semester. Student orientations are provided through the portal and available any time and shown to students taking the placement test. The orientation is set up to start before the student begins the placement test. (2B.15) Counselors and advising specialists assist students with assessment testing, registration, college orientation, educational plans, major selection, course selection, transfer preparation, graduation planning, career search, and referral to special services. There are five full-time counselors located on the Coalinga campus and one at the North District Center (NDC). All counseling staff provide services directly to students.

Financial Aid: Financial aid functions are coordinated by the district director of financial aid, who provides direction to the college financial aid coordinator that oversees the work of the financial aid assistants. (2B.28) The financial aid staff conducts numerous workshops between January and March 2nd for high school seniors. (2B.29) The WHCC financial aid office processes applications for several types of financial aid and monitors federal, state, and local financial aid programs, including grants, loans, scholarships, and student work opportunities. Financial aid staff members include the district director of financial aid, one full-time financial aid coordinator, two full-time financial aid assistants and one part-time financial aid assistant. At NDC there is one full-time financial aid assistant.

WHCC serves a diverse group of non-traditional, economically disadvantaged, first generation college, and English as second language students, who potentially have great need for information to facilitate their academic progress. (2B.30) The college provides a number of special student support services to meet these needs, including:

Disabled Students Programs and Services (DSPS) The DSPS program provides special services to students with identified disabilities. Services include diagnostic testing, note taking, alternate test arrangements, specialized counseling, and tutoring. (2B.31) The DSPS program also maintains a high technology computer lab with several assistive technology programs and equipment. Ten sets of UbiDuo SComm equipment have been installed in various areas of the campus for

students and visitors who are speaking or hearing impaired. Automatic doors have been installed in the entrance of administrative centers and restrooms providing access to enter the buildings. The associate dean of student services oversees the DSPS program staff including; one full-time and one part-time counselor, one full-time program assistant, a high technology access specialist shared with West Hills College Lemoore, and three part-time faculty members. (2B.32)

Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE) The EOPS/CARE program is a state funded program that provides supplemental support services to students with financial and educational needs. EOPS/CARE offers additional support services for educationally or economically disadvantaged students in the form of grants, book vouchers, counseling and advising, group orientation, and career and transfer advisement. If a student needs tutoring, the program will refer the student to the library for tutoring services. The primary goal is to provide services above and beyond regular college services. (2B.33) Staff consists of an associate dean of student services that oversees the Coalinga campus and NDC student services operations, two counselors, two advising specialists, and a secretary who provides services to both sites.

CalWORKs CalWORKs is a welfare to work program designed to help individuals on public assistance become self sufficient. (2B.34) The CalWORKs program is staffed with one part-time counselor at the Coalinga campus, one part-time counselor at NDC, and a career technician who coordinates services with the Health and Human Services Department for both Coalinga and NDC.

Career Center The Career Center provides a variety of services and resources for students planning their careers. College catalogs, career resources, job search manuals, and the COIN Career Guidance program are available to help students with the career development process. In addition, career assessments and career counseling, available upon request, heighten student's self-awareness, thereby enabling them to make satisfying career choices. (2B.35)

Federal TRiO Programs These programs include the Student Support Services (SSS) program and two pre-college enrichment programs, Upward Bound and Upward Bound Math & Science. The SSS program is designed to retain and transfer students to a four-year college or university. The program participants receive personalized counseling, supplemental grant aid, and learn strategies to adapt to new changes in their life and personal situations that can interfere with their educational goals. Eligible students for this program are low income, first generation college students, and student with disabilities. (2B.36)

Upward Bound and Upward Bound Math & Science are pre-college enrichment programs to increase the number of disadvantaged students to obtain access to postsecondary education.

(2B.37) The programs are designed to provide a wide range of academic services to eligible high school students. The goal of the Upward Bound program is to provide educational opportunities to participant students to explore a career of their choice. The Upward Bound Math & Science program assists participant students to investigate the world of science, math, and technology. The pre-college enrichment programs, UB and UBMS, recruit students who are high school freshmen and sophomores.

College Assistance Migrant Program (CAMP) CAMP provides academic and support services, as well as financial assistance, to eligible migrant students who are admitted and enrolled on a full-time basis. Students participating in the program learn strategies to better cope with lifestyle changes, personal situations, and college adjustments that can impair educational achievement within migrant families. Migrant students are encouraged and guided towards successful completion of their first year of education at WHCC and eventually transfer to a university. (2B.38)

Tutorial Services The West Hills College Coalinga tutorial center provides individualized and group tutoring for students who need additional academic assistance outside of the classroom. (2B.39) Students in need of tutorial services have the option of receiving help on a walk-in basis or scheduling appointments to fit their needs. As a program certified by the College Reading and Learning Association (CRLA), all tutorial center tutors are exemplary students, or qualified community members, who are either CRLA certified or in the process of obtaining the certification.   The tutorial center is located in the Rodney B. Fitch Library staffed with one part-time tutor coordinator organizing services for both Coalinga and NDC.

Transfer Center The transfer center serves students who are transferring to the California State University system, the University of California system, private, out-of-state colleges, and universities. Located within the student services building, transfer and career center services are available in the common area. (2B.40)

Basic Skills Initiative The Basic Skills Initiative (BSI) task force plans initiatives to improve basic skill student learning across disciplines and throughout the institution. (2B.41) BSI funds have been used to better serve developmental students with tutoring, supplemental instruction, counseling, and technology. (2B.42) The BSI team organizes student success and retention workshops given by the faculty, administrators, and staff. (2B.43) The topics are carefully selected by the counselors and faculty members at WHCC and the North District Center. The goal of BSI is to help students address issues that are barriers to their developmental education.

Workforce Connection The Fresno County Workforce Investment Board (WIB) Workforce Connection serves as a catalyst to mobilize and integrate all private and public partners to effectively educate, train and place individuals with the necessary resources and skills to fulfill employer needs. We offer a dynamic and comprehensive workforce investment system that embraces all segments of Fresno County, is proactive, customer-oriented, user-friendly and produces positive results for job seekers and employers. Workforce Connection is a systems approach to the many services in Fresno County that are committed to matching job seekers to employers. We draw from a talent pool of hundreds of people, already pre-trained, pre-screened and ready to get to work. Plus we offer valuable information on tax credits and incentives, labor market trends, and employee retention. Guided by the One Stop principles of universal access and customer choice, the One Stop system offers lifelong, universal access to informational and self-directed core services. Staff assisted services, such as individual assessment, job search, and employment assistance, are also available to persons who register for these services at the One Stop Center. Supportive services may be available for adults to enable them to participate in core, intensive, and training services, based on need. Customers will be able to access One Stop services at the comprehensive One Stop Center and from satellite locations throughout the county. Satellites may not provide all of the services available at the comprehensive One Stop Center, but, they will be able to provide their clients with information regarding all One Stop services and how to access them. The Fresno County WIB provides oversight and policy direction for the utilization of Workforce Investment Act (WIA) funds in Fresno County. The FCWIB is comprised of 37 individuals representing business, one-stop partners, community-based organizations, local education entities, economic development agencies, and labor. (2B.43)

Child Development Centers (CDC) WHCC is committed to providing high quality early care and education programs to ensure students and local families have access to quality care for their children. The CDC provides opportunities for children and adults to interact with the environment and each other in a natural setting supportive of the individual development rate and helps child development lab students learn developmentally appropriate and best practices when working with young children. (2B.44, 2B.45)

High School Equivalency Program (HEP) WHCCD High School Equivalency Program helps migrant and seasonal farm workers and their children, who are 16 years of age or older and not currently enrolled in school, to earn the equivalent of a high school diploma as a gateway to enter college or find a job. Eligibility for the HEP program requires that the participant or immediate family member must have worked at least 75 days within the last 24 months in agriculture. The program provides General Education Development (GED) instruction, testing in Spanish and English, tutoring and academic support, and enrichment activities. The program covers the GED testing

fees, provides gas allowance for travel to the GED testing site, and career placement service. (2B.46)

Online Student Services West Hills College Coalinga is committed to meeting student needs regardless of location or mode of delivery. Students can complete the admission application, apply for financial aid, register for classes, manage course schedules, request transcripts, and pay registration fees from the college portal.   Students can access library resources, the bookstore, and the helpdesk online 24/7. The helpdesk provides a live chat feature to support student success. (2B.47)

Self Evaluation

WHCC provides access to student support services regardless of location through technology assisted student services. The college recognizes that technology and student needs are constantly changing. In order to sustain continuous, quality improvement, student support services has engaged in an online student services audit by an outside consultant to inform and frame the development of a new distance education strategic plan. (2B.12, 2B.18) The college and district have collaborated to prioritize the implementation of enhanced online student services and, through dialogue, have determined whether the college or district will lead each initiative for enhanced service design and delivery.

WHCC has traditionally given high priority to access for persons with disabilities. (2B.48) The Facilities Development Council has worked with the college architect and maintenance department to ensure access to college facilities to those with mobility challenges. The Facilities Development Council is promoting universal design in all remodeling and new construction projects so all persons can access all buildings and facilities independently. The newly constructed wellness center includes accessible fitness equipment and stations. (2B.49, 2B.50)

In 2008 the college developed its educational master plan (EMP) which provides a reference point and framework for the future of the college. (2B.51) It includes a thorough data review of the recent past and present of the college's overall instructional and student services. While maintaining the integrity of the college's vision, mission and strategic goals, the EMP draws a blueprint for implementing emerging educational objectives. More specifically, the EMP focuses on the service area, students, staff, and programs of the college. Matriculation rates from regional high schools provide a basis for enrollment projections. (2B.21) An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of student services, instructional program review, disciplines, and student performance serve to assess current effectiveness and point the way for change.

The EMP brings together internal, external, quantitative, and qualitative data into key findings that inform and support planning. Unanticipated events, emerging issues in the region, and changing demographics in the service area demand that the college educational master plan be treated as a living, fluid document that will guide decisions regarding the educational programs and services provided by the college.

WHCC participated in the 2007 and 2008 Community College Survey of Student Engagement (CCSSE). The CCSSE instrument provides five benchmarks that are highly correlated to student learning and success. The college performed well in all benchmarks and it significantly surpassed the benchmarks in the areas of active and collaborative learning, student effort, academic challenge, and support for learners. (2B.16) Results from the CCSSE survey are utilized in the college's ongoing assessment of institutional effectiveness serving as a basis for making institutional improvements. (2B.52)

The office of institutional effectiveness and the office of information technology services provide research and operational reports to the different categorical programs and student services functions. (2B.53, 2B.54) The reports include enrollment forecasts and student data such as the number of students receiving counseling services, assessment, basic skills placement, student success rates, retention rates, feeder high school student enrollment rates, dual enrolled students, and other ad hoc reports as requested. This data, along with key findings are also found in the college educational master plan.

The summer 2010 college survey in support of the self study used a scale of 1-5 where 1 represents strongly disagree and 5 represents strongly agree. The survey results for statements related to support services for students are as follows:
4.08   Support services are accessible for online students.
3.99   Student services are accessible at the college during day or evening.
4.02   West Hills College has identified student support services necessary for successful completion of currently offered programs.
These ratings illustrate the commitment of the college to provide appropriate, comprehensive and reliable services to students regardless of service location or delivery method. (2B.55)

Additionally, the office of institutional effectiveness conducts an annual exit survey of graduating students. The survey provides students who have petitioned to graduate an opportunity to rate the college programs, services, and instructional programs. Results from this survey are shared with administrators and are reviewed at the student services council. (2B.56)

Planning Agenda

The Student Services Council, in collaboration with faculty, will evaluate and revise the exit survey given all students petitioning for graduation to assess college services including the college's success in helping students complete their individual academic goals by spring 2012.

Implementation of the distance education strategic plan including the enhancement of online student services by 2012.

II.B.3.b   The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Descriptive Summary

In recognition of the importance of the campus environment in encouraging personal and civic responsibility, the college has adopted as a core competency that students will be able to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives. (2B.57) This is supported through the curricula which incorporates cultural pluralism into each course. (2B.58) WHCC also recognizes that valuable college experiences often occurs outside of the classroom learning environment and therefore supports a variety of study activities and programs.

Students that wish to work while attending college have the opportunity to not only gain jobs or internships but also support their financial needs to continue in college. (2B.59) WHCC is committed to providing students with the necessary tools to become effective leaders and managers in the classroom as well as in the community.

WHCC and NDC support several co-curricular programs that enhance personal and civic responsibility, as well as promoting intellectual, aesthetic, and personal development. Students can use volunteer positions to obtain work experience credit which can be applied toward their educational goal. Over the past two academic years students have actively participated in federally funded and local food distribution projects providing critical services to area residents.

The associated student body (ASB) provides opportunities for students to participate in many aspects of campus life, including having a voice in college decision-making. (2B.60) Students can serve on a variety of committees, including the board of trustees, College Planning Council (CPC), Student Services Council (SSC), Facilities Development Council subcommittees, and student grievance committees. (2B.61) Students can participate in student government, peer advising,

honor societies, student ambassadors, athletics, campus clubs, tutoring, cultural events, lecture and film series, and social activities to broaden their college experience. (2B.62 – 65)

Intellectual, aesthetic, and personal development is encouraged through cultural events and field experiences. Campus events include guest lecturers, authors, performers, concerts, and international artists. (2B.66, 2B.67) The spring art show showcases exceptional student work to the community. (2B.68) Field trips are encouraged as a means of expanding student experience.

The West Hills Community College District has several community service programs encouraging civic participation. These include the senior house painting project and community polluter projects which address local aesthetics and the environment.

Self Evaluation
West Hills College Coalinga provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students. Activities are arranged throughout the semester to enhance the student classroom experience.

Planning Agenda
None

II.B.3.c   The institution designs, maintains, and evaluates counseling and/or academic advising programs to assure student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
Matriculation guides the standards for counseling and advising services. Counselors provide academic assistance in which the student is assessed for course level placement, planning and implementing immediate and long-range goals. (2B.21) Career counseling assists students in assessing aptitudes, abilities and interests, and advise regarding the current and future employment practices and how best to prepare for an occupation. (2B.35) Crisis intervention counseling and referral provides assistance to students with personal, family, or other social concerns impacting their academic progress.

WHCC counseling and advising services are offered to all matriculating students and additional support and advising services are offered through the following departments: Transfer Center, Extended Opportunity Programs and Services/Cooperative Agencies Resource for Education,

California Work Opportunities and Responsibility to Kids, Disabled Students Program and Services, College Assistance Migrant Program, High School Equivalency Program, International Student Program, and Student Support Services. Supplemental academic counseling programs exist to address the unique needs of students facing economic barriers, physical and learning disabilities, and child care issues. (2B.31, 2B.33, 2B.36, 2B.38, 2B.40, 2B.46, 2B.69)

Counselors and advising specialists assist students with assessment testing, registration, college orientation, educational plans, course and major selection, transfer preparation, graduation planning, career search, and referrals to other services not available at the college campus. Online counseling information and inquiries can be submitted via the WHCC website Ask a Counselor link. Ask a Counselor emails are answered within 24 hours by a designated counselor. (2B.27) Interdisciplinary studies courses are taught by counseling faculty to ensure students have access to programs and information for their success.

Counselors, as faculty members, undergo the college faculty evaluation process. Non-tenured counselors are evaluated every year and tenured counselors at least once every three years. (2B.70 – 72) Advising specialists are classified employees and are evaluated according to the classified collective bargaining agreement and board policy on an annual basis. (2B.73)

Counselors attend yearly meetings organized by the CSU and UC systems to remain current in transfer and admission information. A full-time counselor serves as the college's articulation officer and attends meetings of the curriculum committee, the district educational coordinating committee, and meetings from the California Community Colleges Chancellor's Office, ASSIST, and the Region V Articulation Officers association. (2B.74 – 76)

SLOs for counseling and advising have been developed and assessed on a regular basis since 2005. The results of assessment evaluation have been used to implement changes in the new student orientation including the development of the online version of the college orientation. (2B.15)

Self Evaluation
West Hills College Coalinga counselors and advisors continue to provide the mandated matriculation services designed to improve student development and success. Staff provide services to students including the underserved populations of English language learners, single-parents, geographically isolated, academically challenged, and economically challenged students. (2B.30) Six full-time counselors and 7 full-time advising specialists assist students in Coalinga and the North District Center during the scheduled business hours. Hours have been adjusted to meet the needs of students including early service one day per week and evening hours one

evening per week. Bilingual staff are available to assist students in Spanish at NDC and in Coalinga.

The college relies primarily on the CCSSE and program SLOs to evaluate the effectiveness of counseling and advising services provided to students. Annual review of college performance indicators focuses on the areas of student services that do not meet or exceed the established benchmarks. The exit survey of graduating students provides additional feedback on counseling and advising services. The Student Services Council is responsible for developing an action plan to address any identified need for program improvement. (2B.4, 2B.77)

The counseling and advising services included in the student services program review and technical site visit were evaluated to determine if counseling services and staff, continue to provide the mandated matriculation services designed to evaluate and improve student development and success. The site team commended the counseling and advising staff for holding regular meetings allowing for consistent updates and training. A recommendation was made to offer evening counseling hours and to develop strategies to enhance evening students' participation in orientation. Evening counseling and advising hours have been implemented to address this recommendation. (2B.7)

Planning Agenda
None

II.B.3.d   The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
West Hills College Coalinga is committed to diversity. The college assures accessibility to all students regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. A compliance statement referring to Title 4 of the civil rights act of 1964 and the Title 9 of the educational amendments of 1992, section 1975, is included in the college catalog in English and Spanish. (2B.1) Support programs and activities for the diverse student population include EOPS, DSPS, HEP, CAMP, SSS, and the international student program. (2B.31, 2B.33, 2B.36, 2B.38, 2B.69)

The international student program increases the understanding and appreciation of diversity at the college by bringing students from around the world to Coalinga. The international student program serves more than 95 students from 11 nations including Korea, Japan, Sweden, and

Poland. (2B.78) International students bring their heritage and perspective into the classroom thereby broadening the experience for all.

The curriculum and general education committee mandates that each course provide an opportunity for students to enhance understanding of cultural diversity within the classroom environment. The course outline of record includes a required sample of how cultural pluralism is integrated into the curriculum. (2B.79)

Student services staff members are trained in customer service techniques to treat each student with sensitivity and with the utmost care and respect. (2B.80) The faculty, classified staff, and administration represent diversity in background ethnicity, age, and gender. (2B.81)

Various programs at WHCC provide events and speakers to promote better understanding and appreciation of cultural and ethnic diversity. Although it is a small, rural community college, WHCC provides activities and services to meet the needs of its diverse students. Activities such as 9/11 Memorial, Martin Luther King Day, Disability Awareness Month, Cancer Prevention Month, Black History Month, Women's History Month, Cinco de Mayo, Mexican Independence Day, Hispanic Heritage Month, study abroad programs, and a conversational partners program are part of the ongoing effort to enhance student understanding and appreciation of diversity. (2B.82)

The Student Support Services program has organized family picnics, cultural awareness activities, and field trips for students who attend WHCC. The DSPS program staff promotes disability awareness and sensitivity by encouraging faculty, staff, and students to assume various disabilities for a day. The Associated Student Body plays an active role in hosting events that relate to cultural and ethnic diversity. From implementing a Friday Night Movies activity in which movies containing various cultural content are shown, to their Learn How to Make Salsa event that takes place each year during Hispanic Heritage month, ASB extends a vast array of awareness activities to students. ASB holds annual elections for its offices and encourages any and all students to run for a position.

WHCC continues to emphasize the importance of hiring procedures that result in faculty and staff who are sensitive to the racial, ethnic, and cultural diversity of the population the college serves. A specific question regarding awareness and attitude toward diversity is included in the interview portion of the hiring process for all district employees to ensure staff sensitivity to diversity. (2B.83) The board of trustees has adopted Board Policies 3420 and 7120, along with Administrative Procedures 3420 and 7120, which formalize the district's commitment to equal employment opportunity. (2B.84 – 87)

Self Evaluation

Through design and maintenance of appropriate programs, practices, and services in support of enhancing student understanding, the college fosters appreciation of diversity. Each course outline of record includes an example of how cultural pluralism is integrated into the curriculum. (2B.79) The college has taken an integrated approach to building understanding and appreciation of diversity that is spread throughout all course curriculums. Integration of cultural pluralism into each course offering assures that students are reminded of the richness of diversity throughout their educational experience at WHCC. (2B.88)

ASB regularly evaluates the effectiveness of events they have held to promote diversity and make any necessary adjustments for the next event. Programs such as EOPS, DSPS, and SSS use student learning outcomes assessment and the program review process to evaluate the effectiveness of the program. College programs use surveys to collect student feedback on the effectiveness of workshops, outreach events, and services.

Planning Agenda

Chief student services officer will coordinate the planning of activities that will promote diversity beginning spring 2011.
Chief student services officer will lead development of a formal evaluation process to assess the success of cultural and diversity college events by fall 2011.

II.B.3.e   The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

WHCC has a matriculation plan covering each element of the matriculation standards. (2B.21) Students cannot enroll in courses with prerequisites without first taking a placement test, providing proof of prior coursework, or meeting with a counselor to determine their eligibility to enroll in a course. Admissions standards state that the institution must provide modified or alternative services within the matriculation process for ethnic and language minority students and students with disabilities.   Referrals to testing services for English as a second language (ESL) students are made by the admissions and records staff, ESL instructor, counselors, and advisors. (2B.89) The matriculation coordinator makes available to students the use of special equipment and additional time for those needing accommodation. Students with disabilities who need these services may contact the DSPS program and then are assisted throughout the entire process by DSPS staff. (2B.90)

WHCC has an open enrollment policy and does not take into account scores on any standardized or approved placement instrument, high school graduation, or grade point average for admission

decisions. Students take English and math placement tests as part of the matriculation process and to fulfill course prerequisites, graduation requirements, financial aid eligibility, and to facilitate successful completion of their educational objectives. Assessment services, whose primary goal is to provide fair and appropriate assessment and placement, are provided at local feeder high schools, as well as regularly scheduled times and dates on campus. (2B.91)

WHCC ensures that every student has access to the application for admission by offering it online and in paper formats in both English and Spanish. The application for admission includes all mandated elements. (2B.92)

Self Evaluation
WHCC uses the College Test of English Placement (CTEP) which consists of three sections for placement into four levels of English courses available at the college.   English and ESL faculty along with the Matriculation Coordinator met to determine optimal cutoff scores for placement during the initial implementation period in 2004. The college is currently engaged in cut score validation fall of 2010. An outside consultant has been hired to assure that all requirements are met in the validation process. WHCC uses the Math Diagnostic Testing Project (MDTP) to guide placement of students in the appropriate level of mathematics. The Ability to Benefit (ATB) test for students who do not have a high school diploma or the equivalent, is available for those seeking financial aid eligibility. ESL placement testing was not included in the cut score validation project, but is currently under review by the matriculation coordinator, chief instructional officer, and chief student services officer who will make recommendations for the implementation of ELS placement testing. (2B.93 – 98)

Cultural and linguistic bias on a placement test is one of the validity and reliability measures used by the California Community Colleges Chancellor's Office to approve testing instruments. An assessment validation study conducted fall 2010 indicated disproportionate impact with student by comparison with age and ethnicity placing into basic skills math and English courses. This validation study was lead by an outside consultant to serve as a model and benchmark for future validation studies.

All assessments are available in computer based and paper and pencil versions. Adaptive testing is made available to all students referred by DSPS. Extended time is given on all sections of the assessment test to students who have a validated disability. (2B.91)

Planning Agenda
Matriculation coordinator, chief instructional officer, and chief student services officer will collaborate in leading further investigation into the disproportionate impact identified fall 2010 and develop a plan for remediation by fall 2011.

Matriculation coordinator, chief instructional officer, and chief student services officer will review the results of the placement tests validation study to determine the need to adjust cut scores for placement recommendations in English and math by fall 2011.

Matriculation coordinator, chief instructional officer, and chief student services officer will make recommendations for the implementation of ELS placement testing by fall 2011.

II.B.3.f   The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
WHCC maintains student records in full compliance with the Family Education Rights and Privacy Act (FERPA) of 1974. The college complies with Title 5 California Code of Regulations and the California Education Code on the retention and destruction of Class 1 records, which are required to be kept confidential and permanent. Practices for securing student files and limiting access to authorized staff are followed. (2B.99)

Records prior to 1981 are stored by hard copy in a fireproof vault in the administration building on the Coalinga campus. Records since 1981 are stored in the document management system. Transcripts from other colleges, student educational plans, add and drop forms, high school transcripts, special permits to attend college, and all other forms pertinent to student registration activity are scanned and stored electronically with limited access by designated staff.

WHCC publishes the established policies for release of student records in the college catalog as described by Board Policy 5040 and Administrative Procedures 5040 and 5045. A check box on the electronic application for admission grants the students the ability to give or deny permission to release information from student records. Signed verification of the application for admission is maintained electronically by the district. The information technology services department performs backup functions on the server once per day. Additional security of information is provided through mirror images of the virtual servers on each campus. (2B.99 – 101)

Self Evaluation
WHCC partially meets the standard. The college stores all paper records in a fireproof vault. The college maintains electronic student files and has established scanning procedures and daily backup of files. The college strictly adheres to the FERPA guidelines.

Planning Agenda
Director of academic and information systems will ensure all paper and microfiche records will be converted to digital format for permanent storage. Target completion of record conversion and destruction of paper files set for spring of 2012.

II.B.4   The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations for the basis for improvement.

Descriptive Summary
Student services relies primarily on program review that utilizes evidence based and reflective assessment and planning to assure that services meet students' needs. (2B.3) Since 2009, program review of student services has included the assessment of program SLOs as evidence of contribution to the achievement of student learning. Program review and SLO evaluations serve as the basis for sustainable, continuous quality program improvement. (2B.14)

In order to more effectively provide evidence that student support services meet student needs and contribute to student learning, WHCCD has enhanced its data collection and reporting tools. This is primarily the result of the implementation of systems such as SARS, Datatel, and a variety of custom reports provided by the office of institutional effectiveness. Custom reports are made available and updated daily by the office of academic and information systems. These data collection and reporting tools provide the potential for increased autonomy of staff in the student services areas to access their own reports through the portal and support the design of custom reports as needed. (2B.102)

WHCC evaluates data on student services several ways. Monthly meetings of the Student Services Council (SSC) are the primary forum for campuswide discussion of student support services data, student issues, and emerging needs. (2B.103) The SSC is tasked with creating action plans to address any student service area of the college performance indicators that falls below the benchmark. (2B.4) Student services programs that are categorically funded participate in annual reporting that is discussed in program meetings.

Participation in Community College Survey of Student Engagement (CCSSE) provides another means of determining student satisfaction with support services. The CCSSE results and summary information have been integrated into the regular and ongoing evaluation process of student services. (2B.16)

Self Evaluation

The quality, rigor, and effectiveness of student services programs are assessed through program review and site review processes. The student services program review and technical site visit occurs on a six year cycle and the college's non-instructional program review is conducted on a five year cycle. (2B.3, 2B.7) The Student Services Council provides oversight for the student services program review process under the purview of the College Planning Council.

WHCC student services underwent a student services program review and technical assistance site visit in April 2009. The self evaluation process in preparation for the student services program review and technical site visit provided each categorical program an opportunity to provide a written evaluation summary and share their planning agenda. The college received commendations and recommendations in the written evaluation. Commendations were granted for establishing comprehensive student services at both WHCC and NDC in a one-stop-shop model, developing a culture of comprehensive services in a collegial environment so students can receive the maximum support possible in the most accessible process possible, and valuing the input and participation of student services professionals in committee work that clearly impacts student success, retention, and persistence. The visiting team recommended planning agendas include increasing visibility to assist with marketing and recruiting students for CalWORKs, a need for more staff and classes for students with disabilities, increasing staff awareness of matriculation services through the student services newsletter which is e-mailed to Coalinga and NDC staff, and mandatory orientation for new students participating in the placement testing process. Significant steps in reaching a larger number of CalWORKs eligible students have been made since the time of the recommendation including advertising on the portal and campus, increased number of workshops, and personal contacts by the CalWORKs staff. (2B.7)

During the spring of 2007, WHCC participated in the CCSSE which provides information on student engagement and learning and serves to help colleges identify areas in which students' educational experiences can be enhanced. (2B.16) A total of 688 students from all WHCCD locations participated in the survey. Survey responses were compared to responses from medium to large colleges. Average scores for these colleges were used as a benchmark for West Hills Community College District. The district scored 6.3 points above all community colleges in active and collaborative learning, 6.1 points above the benchmark, 3.3 points above the benchmark, 2.7 points above the benchmark in student-faculty interaction and 6 points above the benchmark. The CCSSE was repeated in 2008 and is scheduled for evaluation in spring 2011.

The WHCC online orientation, implemented fall 2008, received commendation from the technical site review team. Out of 1,000 students who viewed the orientation, 327 completed the pre and post tests and made comments on the content. Most of the comments were favorable and few

made suggestions on what they would like to see included in the orientation. This orientation is made available during each placement test at the beginning of the session. In addition, students can go to the website and view it when convenient. (2B.15) The orientation has been updated to include topics suggested by students participating in the survey.

Planning Agenda

Under the direction of the chief student services officer, the college will formalize the process of SLO evaluation and dialogue to ensure student support services are improved to meet identified student needs by fall 2011.

Standard II B: References

2B.1   WHCC Catalog, 2009 – 2011

2B.2   WHCC Mission Statement

2B.3   WHCC Non-Instructional Program Review Cycle

2B.4   WHCC Student Services Council Handbook

2B.5   Disabled Students Programs and Services End-of-Year Report

2B.6   College Assistance Migrant Program End-of-Year Report

2B.7   Student Services Program Review and Technical Assistance Site Visit Report, April 2009

2B.8   College Assistance Migrant Program Grant Letter

2B.9   High School Equivalency Program Grant Letter

2B.10   California Community College Athletic Association Program Review, spring 2010

2B.11   WHCCD Distance Learning Strategic Planning Invitation email, fall 2008

2B.12   WHCCD Distance Learning Strategic Plan, 2009 – 2012

2B.13   WHCC Non-Instructional Program Review Samples

2B.14   Student Learning Outcome Samples, Non-Instructional Programs

2B.15   WHCCD Online Student Orientation

2B.16   WHCC Community College Survey of Student Engagement Results

2B.17   WHCC Planning and Governance Process

2B.18   WHCCD Online Student Services Audit Report

2B.19   WHCCD Online Student Services Activity Timeline

2B.20   WHCC Catalog Addendum, 2010/2011

2B.21   WHCC Matriculation Plan

2B.22   Outreach Presentations, Samples

2B.23   Placement Testing Schedule, Samples

2B.24   New Student Orientation Materials

2B.25   Student Support Services Workshop Flyers

2B.26   Vice Chancellor of Institutional Effectiveness and Enrollment Management job description

2B.27   WHCC Website, Ask a Counselor link

2B.28   District Director of Financial Aid job description

2B.29   Financial Aid Workshop Flyers

2B.30   WHCC Demographics Data

2B.31   Disabled Students Programs and Services (DSPS) Website

2B.32   Associate Dean of Student Services job description

2B.33   Extended Opportunity Programs and Services (EOPS) Website

2B.34   CalWORKs Website

2B.35   Career Center Website

2B.36   Student Support Services/TRIO (SSS) Website

2B.37   Upward Bound Website

2B.38   College Assistance Migrant Program (CAMP) Website

2B.39   WHCC Tutorial Website

2B.40   Transfer Center Website

2B.41   Basic Skills Initiative Task Force Minutes, 2009 – 2010

2B.42   Basic Skills Initiative End-of-Year Report, 2010

2B.42   Basic Skills Initiative Workshop Flyers

2B.43   Fresno Regional Workforce Investment Board Website

2B.44   WHCCD Chancellor's Office Organizational Chart

2B.45   WHCCD Child Development Program Review, 2010

2B.46   High School Equivalency Program (HEP) Website

2B.47   WHCCD Portal site

2B.48   WHCCD Priority Registration, fall 2010

2B.49   WHCC Facilities Development Council Minutes

2B.50   WHCC Wellness Center Floor Plan

2B.51   WHCC Educational Master Plan

2B.52   WHCC College Planning Council Minutes, February 4, 2010

2B.53   WHCCD Office of Institutional Effectiveness and Planning Website

2B.54   WHCCD Office of Institutional Research Request Form

2B.55   WHCCD Accreditation Survey, summer 2010

2B.56   Annual Exit Survey Results, spring 2010

2B.57   WHCC Core Competencies

2B.58   Course Outline of Record Form

2B.59   WHCC Work Study Program Materials

2B.60   WHCC Associated Student Body Website

2B.61   WHCC Associated Student Body By-Laws

2B.62   WHCC Student Conduct Standards and Grievance Procedures

2B.63   WHCC International Program Office Activity Flyers, 2009 – 2010

2B.64   Basic Skills Initiative Activity Flyers, Samples

2B.65   Film Festival Schedule, 2009 – 2010

2B.66   WHCC Karl Rove Flyer, fall 2010

2B.67   WHCC Classical Piano and Organ Concert Flyer, fall 2010

2B.68   WHCC Student Art Show Flyer, spring 2010

2B.69   WHCC International Student Program Website

2B.70   WHCCD/WHCFA Collective Bargaining Agreement, 2009 – 2012

2B.71   WHCCD Counseling Faculty Team Evaluation Forms

2B.72   WHCCD Counseling Faculty Student Evaluation Forms

2B.73   WHCCD/CSEA Collective Bargaining Agreement, 2009 – 2012

Standard II C: Student Learning Programs and Services

C. Library and Learning Support

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1   The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a   Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The Rodney B. Fitch Library at West Hills College Coalinga is a campus-integrated facility which provides library, instructional media, learning resources including computers, and tutoring services to West Hills College Coalinga and the North District Center. The library provides current, relevant resources in order to support student learning at the college, the center, and online. The librarian reports to the vice president of educational services.

The Rodney B. Fitch Library includes the following categories:

Library

Library services are led by a full-time librarian responsible for overseeing operations at both WHCC and NDC. (2C.1) The library was renovated in 2005 providing the following improvements: expansion to 13,000 square feet, a 39 station computer lab, 2 DSPS work stations, 2 private study rooms for student use, and an executive conference room equipped with videoconferencing capabilities supporting instruction and meetings. (2C.2) The Rodney B. Fitch Library provides 58.5 weekly access hours with a monthly gate count of 30,000+ students. (2C.3) At this location, students have access to approximately 30,000 volumes. The library has

acquired approximately 1,000 DVDs since 2006 based upon input from faculty and students, and has implemented a textbook reserve collection spring of 2009. (2C.4, 2C.5)

The Rodney B. Fitch Library in Coalinga provides 34 laptops for student and faculty use within the facility. Other media equipment available for student and faculty checkout for use off campus includes the following: 2 digital cameras, 2 video cameras, 2 portable DVD players, and 2 Sony E-Readers. (2C.6)

The library at NDC provides 50 weekly access hours. At near capacity, there are approximately 4,000 volumes available in the 330 square foot facility. (2C.7) There are 16 laptops available for student and faculty checkout and use within the North District Center. (2C.8) The NDC library is staffed by a 20 hour library technician and student workers. (2C.9) The librarian works at NDC at least once a month and is available as needed to support the operation in Firebaugh. The NDC library is reaching near capacity of shelving space; however, there is a plan for building a new center which would include a library and learning resource facility in partnership with the Fresno County Library.

WHCC libraries receives supplemental funding from a variety of grants including Title V, CTE, SSS, and BSI, to provide current, relevant resources that support student learning at the college, the center, and online. (2C.10)

Instructional Media Services
Instructional media services provides up-to-date support in both the acquisition and use of academic classroom and instructional technologies through installation, delivery, and training. The West Hills Community College District has established a technology standard for classrooms including the following components: video data projector, screen, amplifier, VCR/DVD player, audio cables, speakers, surge projector, and connectivity including audio, video, and Ethernet, for laptops. Each classroom is equipped with a closed caption decoder in accordance with Section 508 of the Americans with Disabilities Act which provides captioning for hearing impaired individuals. Document readers are available in classrooms and conference rooms which are fully equipped with videoconference capabilities. Additionally, a stand-alone document reader is attached to the video data projector for teaching enhancement in the basic skills labs and in the art classroom. (2C.11)

The part-time media assistant position was replaced with a full-time media assistant in March 2007. (2C.12) The WHCC media assistant works closely with the district distance learning operations manager to ensure the success of technology used in videoconference classes.

(2C.13) The media assistant also provides sound system set-up for campus activities, guest speakers, and presentations.

Information and training are provided through duty day presentations and upon request. (2C.14) Faculty and staff place requests for media equipment and services via the electronic form available on the portal. (2C.15) The purchase and installation of Blu-ray players advances technological standards and meets the classroom needs of both faculty and students. There is an established replacement cycle for media equipment that includes replacing outdated VHS tapes with DVD copies thus ensuring that instructional media needs are met.

Tutoring

Tutoring is organized by the part-time tutor coordinator. (2C.16) In Coalinga, an average of 16 tutors provide tutoring in 20 subject areas while at North District Center, an average of 4 tutors provide tutoring in 23 subject areas. (2C.17, 2C.18) Additionally, BSI provided funding to hire 36 additional tutors in fall 2008, spring 2009, and fall 2009. (2C.19)

As of 2007, all tutors are centrally coordinated through the tutorial center, which is certified through the College Reading and Learning Association. All tutors are required to complete the course and training sessions offered as the credit course EA-55. (2C.20) Tutorial services are marketed through in-class presentations, inter-office mail packets, and emails to all subscribers. (2C.21)

Computer Lab Technologies

In the library, the computer lab equipment was replaced and updated in 2007 through the Title V grant. (2C.22) Title V monies provided for the purchase of 16 new laptops in fall 2008 as well as the replacement of all batteries for 34 laptops. During the summer of 2009, new network drops were installed for future expansion of up to 36 more computers. The current number of available computers for student use in the library is 39; similarly, the number of available wireless laptops is 35. (2C.6)

In addition to these recent library improvements, the college computer labs consist of a multi-station DSPS lab, a faculty multimedia lab, 3 computer classrooms, 2 basic skills computer labs, the GIS lab at the Farm of the Future, and two science collaboratories. (2C.2, 2C.23 – 26) Collaboratory is the unique name given to WHCCD science labs designed for collaboration between students and to support multiple science disciplines with one classroom design. NDC provides students with access to one computer classroom, one science collaboratory, one basic skills computer lab, and the library's wireless laptops. General support for computer services at WHCC and NDC is provided through district information technology services (ITS). General

support for student and faculty related issues and questions is provided by the WHCCD helpdesk which is located in the library and accessible by email, phone, and live chat. (2C.27)

The quality, quantity, and accessibility of computers, computer labs, and laptops continue to be a source of great pride for both WHCC and NDC. WHCC computer labs provide not only abundant opportunities for technological advancement on behalf of students, but the support of both information technology services and the helpdesk ensure this continued advancement.

Culture and the Arts

The Rodney B. Fitch Library is home to the annual student art show and reception. (2C.28) Student work is displayed for public viewing and the college community is invited to the evening reception where student awards and recognition are presented. The library also displays cultural artifacts and artwork in conjunction with campus activities celebrating the culture and heritage of other nations. The Rodney B. Fitch Library is home to a permanent collection of sculpture recently donated to the West Hills Community College Foundation.

Self Evaluation

The concerns iterated in the previous self study with regards to collection management have been addressed. A complete inventory was conducted during summer 2008 and repeated summer 2010. (2C.4) The library plan includes a complete inventory every other year. A book repair program was implemented in 2006 in order to preserve the existing collection. (2C.29) Colored spine-labels are now used to indicate library ownership thus eliminating the incorrect shelving of library materials. Moreover, thousands of books which were either out-of-date or in irreparable condition were removed from the collection. The currency of the collection has greatly improved through the established weeding program and acquisition of new materials. The reference collection has equally been augmented via the purchase of the Gale Virtual Reference Library. (2C.30)

Collection development relies primarily on input from faculty. The librarian regularly requests information from faculty regarding course assignments, research topics, and specific title requests. (2C.31) This information serves to guide collection development and acquisition. As of 2009, an informational end-of-semester email list of new library materials is distributed to faculty. (2C.32) Email communication is maintained on a semester-by-semester basis in order to keep reserve textbooks up-to-date.

The librarian provides support via Duty Day presentations, including fall 2006, spring 2008, and spring 2009. (2C.14) Classroom visits and library tours are provided on request. The librarian

also maintains regular faculty contact during the curriculum revision and development process via the Learning Resource Statement in the Course Outline of Record. (2C.33)

WHCC has been fortunate to increase the resources available to students through the acquisition of grants. The collection has grown much faster than would have been possible without these additional dollars. WHCC will continue planning discussions with Fresno County Library for a cooperative joint-use library within the planned North District Center facility.

Planning Agenda
None

II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
The library team is engaged in ongoing efforts to develop and support student skills in information competency which include the following; reference services available in person, via telephone, and email, presentations and library orientations in support of the international student program, Student Support Services, and other programs, research guides and collections of writing resources available on the library website, and student workshops. (2C.34 – 37) The librarian conducts approximately 20 classroom instruction sessions each year, reaching approximately 250 students. Faculty requested instructional sessions provide students with an introduction to the library and its resources. Students are taught to search the online catalog and the research database and shown strategies for locating and evaluating resources.

Library staff and tutors are available to provide assistance to students who use the library's computer lab to conduct research and write papers. All student reference questions are answered in an instructive manner which includes the student in the search process and aims to improve the student's information competency skills. (2C.38)

Service unit outcomes have been developed and assessment is ongoing for the library and related student services. Additionally, the Community College Survey of Student Engagement (CCSSE) is used as a measure of student satisfaction with and student engagement with the library and its services. (2C.39)

Self Evaluation

The current efforts at improving students' information competency reach a large number of students annually and provide the opportunity for all students to engage in activities designed to develop information competency skills.

The librarian and library technician conduct ongoing and regular training of staff to enhance student research and computer literacy skills. (2C.38) An environment fostering skill development and inquiry is maintained through continued assessment and improvement of methodologies for student assistance to develop self directed learners. The librarian meets regularly with English faculty to increase collaboration and work with students on information competency.

Planning Agenda

Librarian to develop program and course specific online library guides to support instruction and highlight library materials by spring 2012.

II.C.1.c   The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The Rodney B. Fitch Library provides a campus integrated program of learning support services. The library integrates instructional media, computer resources, and tutoring to support student learning at the Coalinga and North District Center campuses. The library supports the quality of its instructional programs by providing access to the following learning support programs:

Library and Learning Resource Center

The Rodney B. Fitch Library on the Coalinga campus was renovated and expanded in 2005. The library is open 58 hours per week.

Library hours are Monday through Thursday from 7:30 AM through 8 PM and on Friday from 7:30 AM through 4 PM. The tutorial computer lab is located within the library and has the same operational hours. The NDC Library is currently open Monday and Wednesday 8 AM to 5 PM and 7 to 9 PM. It is also open Tuesday and Thursday 8 to 10:30 AM and 1 to 9 PM and on Fridays from 9 AM to 12 PM and 1 PM to 6 PM. The library provides electronic library resources to all students regardless of location or mode of course delivery. Off-campus accessibility to library resources is available through the WHCCD portal, MyWestHills. (2C.36, 2C.40)

LCD displays have been placed in the library lobbies which deliver information about current library activities to passing students, faculty, and staff.

Computer Labs

WHCC students have access to the 39 station tutorial computer lab during regular library hours. Thirty-four laptops are available for student checkout for use within the library facility. The Disabled Student Programs and Services (DSPS) center provides computers and associated adaptive peripherals and software to DSPS students. (2C.23) The DSPS lab is available Monday through Friday from 7 AM until 4 PM. The lab is also open to students enrolled in guidance studies courses from 4 to 6 PM on Mondays and Wednesdays. Additionally, there are two fully equipped adaptive stations in the library. Each station is equipped with a computer, adaptive peripherals, and adaptive software. Classrooms with multiple computer stations are available for use by reservation when they are not in use for regular class sessions. The Farm of the Future provides students enrolled in agricultural programs with a 17 workstation computer center. (2C.25)

NDC students have access to four computers in the lobby area and 16 laptops available for check out through the library. (2C.8) The basic skills computer lab at NDC has 25 computers available for student use and the computer classroom has an additional 24 workstations including two outfitted with assistive technology. The computer classrooms are made available to students when regular class sections are not scheduled.

The college has developed an extensive collection of online databases. The databases are funded through the Tele-Communications and Technology Infrastructure Program (TTIP). The collection includes the following resources: EBSCOHOST Premier package, CQ Researcher, SIRS. The EBSCOHOST Premier package includes the following resources:
Academic Search Premier, Business Source Premier (includes Regional Business News), MasterFILE Premier, Health Source Nursing/Academic and Consumer Editions, Alt HealthWatch, MEDLINE, Psychology & Behavioral Sciences Collection, Newspaper Source, Professional Development Collection, ERIC, Religion & Philosophy Collection, Military & Government Collection, Vocational & Career Collection, MAS FullTEXT Ultra: School Edition, and Primary Search (includes Funk & Wagnalls New World Encyclopedia and Encyclopedia of Animals).
The college also maintains a free database supplied by the California Community College Library Consortium: Country Watch. (2C.41)

The college maintains two electronic book collections. Both of these collections were purchased with TTIP funds. NetLibrary has approximately 3000 titles added each year; currently totals

173

17,005 titles. Gale Virtual Reference Library has a database of 214 encyclopedias and specialized reference sources for a wide range of subjects.

These resources are available on and off campus to all students, faculty, and staff via the WHCCD portal. The public may use the subscription database free of charge on campus. Research guides and links to research sites are posted on the website to assist students. (2C.40)

Distance Education

Distance education online courses are accessible to students 24 hours a day, 7 days a week, affording an asynchronous learning experience. A distance education strategic planning workshop was held at Harris Ranch on November 14 and 15, 2008. (2C.42) The planning process led to a distance education strategic plan that was vetted through the college governance process. (2C.43)

In the fall of 2008 an educational technology specialist was added to the West Hills College Coalinga staff to support faculty teaching using distance learning technologies. (2C.44) The student and staff helpdesk can be reached by telephone, walk-in, and email. Helpdesk hours are Tuesday through Thursday 7:30 AM to 8 PM and Monday and Friday from 7:30 AM to 4:40 PM. A live chat feature has been recently implemented and is available from 8 AM to 5 PM on Monday through Friday as an additional helpdesk services. (2C.27, 2C.40)

The helpdesk is structured to provide immediate answers for the most frequently asked questions regarding applying, registering, advising, financial aid, business services, distance learning, Blackboard, the web portal, and information technology. Access and password issues are resolved at the primary point of contact.

There is a library tab embedded in Blackboard providing students easy and seamless access to online resources. The librarian answers questions via e-mail and telephone to support students regardless of location or mode of instruction. (2C.45)

Instructional Media Services

Media services are available to support instructional goals of the college. The media assistant is available 40 hours a week to attend to all media requests and provide classroom assistance. Student workers and other library staff are cross trained to support media services when the media assistant is not available. Equipment can be delivered in advance to any classroom or meeting room location to accommodate after hour needs. An online media services form has streamlined the process for ordering equipment or requesting assistance. Arrangements for equipment are made at NDC through the library technician. (2C.15)

The technology standard for each classroom includes a video data projector, screen, amplifier, video cassette recorder, DVD player, surge protector, audio cable speakers, and Ethernet connections for laptops. (2C.11) In addition portable overhead projectors, video data projectors, and a slide projector are available upon request. Full-time faculty members are issued a laptop computer with an integrated DVD player. Adjunct faculty can check out a laptop from media services.

The videoconference classrooms are designed to provide connectivity between the district's three major sites: WHCC, NDC, and WHC Lemoore. Supported equipment includes high-end videoconference equipment including video data projector, screen, video cassette recorder, and fire-wire and Ethernet connectivity for laptops. Each of the videoconference classrooms also is equipped with a document camera and an additional video data projector for classroom projection, microphones, student and faculty cameras, and an AMX panel for one touch instructor control. (2C.11)

Tutoring
Tutoring is available during regular hours of library operation in both Coalinga and at the North District Center. Tutoring services are organized by the tutor coordinator who oversees the operations in Coalinga and NDC. (2C.16)

In recent years the range of tutoring center activities has been expanded. All tutoring services are now coordinated through the tutoring center including those funded by special programs and grants. Scheduled peer-to-peer tutoring is offered along with walk-in services. (2C.17, 2C.18) Conversational partners are available to assist international students and ESL students in their efforts to improve English speaking skills. (2C.46)

DSPS students may receive tutorial services and supplemental instruction in the DSPS computer lab. DSPS students may also enroll in a guidance studies course where tutoring and support are embedded in a class where learning strategies are taught. Tutoring services are also provided within the ESL classroom to support student learning upon faculty request.

Instructors may request test proctoring conducted by the tutoring center staff to meet the needs of students. (2C.47) DSPS students verified and documented as eligible to receive accommodations may draw on DSPS program resources for proctoring services as appropriate.

The precision agriculture program runs a formal tutoring effort for students. The instructor provides approximately ten hours per week of tutoring assistance. In addition, many precision

agriculture program graduates volunteer as peer tutors as needed. (2C.48) A similar tutoring support service is available to all students in the psychiatric technician program. (2C.49)

Self Evaluation
WHCCD maintains online electronic library services for all students ensuring access to resources supporting student learning. Currently the Rodney B. Fitch Library offers subscription databases and related resources to support research. The collection of databases offered through the library is extensive and covers a diverse array of disciplines with newspaper, magazine, and reports, and academic journal formats. Subject specific databases are available for business and economics, medicine and health, and education. (2C.41) The library website has been augmented with research guides and relevant research links. The redesigned website provides a better guide for students to services available at a distance. The electronic book collection continues to grow by approximately 3000 titles per year. (2C.36)

In the fall of 2009, the instructional and counseling activities of the Disabled Students Program and Services were moved to the new, more spacious, current location. The new quarters provide additional work space for students, better wheelchair access, and adequate space for the DSPS adaptive technology components. (2C.23) DSPS increased hours of operation of its center in the spring of 2010 by adding an additional late afternoon course.

A major gap in funding for electronic resources was brought about by the elimination of Telecommunications and Technology Infrastructure Program (TTIP) monies from the state budget for all community colleges in the 2009-10 academic year. WHCC was able to identify funds to maintain consistent electronic resources for students this year, yet the challenge of identifying a persistent funding sources remains. (2C.50)

Students at WHCC have access to a 39-station tutorial lab in the library, an 18-station DSPS computer lab, a 17-station global information systems (GIS) lab at the Farm of the Future, and five computer based classrooms. In fall 2008, Title V funded the purchase of 16 new laptop computers for the NDC library student check-out. NDC students also have access to the two 24-station computer classrooms when classes are not in session.

The Blackboard academic learning platform was upgraded in 2010. The improved platform, email, and helpdesk with telephone access provide an upgraded level of service to meet student needs. The Blackboard platform was installed fall of 2009 to allow time for training and transition for the spring 2010 launch. Faculty workshops were scheduled in November and December of 2009 in the faculty development lab and via a web-conferencing tool to allow for greater flexibility and increased attendance. Approximately 100 faculty participated in the 20

workshop sessions across the district. (2C.51) The workshops included an overview of new features and specific tools of version 9.1. Individual training sessions were held on request to meet the needs of faculty. (2C.52)

Media services are available upon request. (2C.15) Services are provided after regular hours and on the weekend with advance request to meet the needs of faculty and staff. Cross training of staff has been effective to bring support for most functions when the media assistant is not available. The former NDC library technician was trained to provide media services. Currently staff members have been identified to receive training on basic troubleshooting of media equipment in order to give better support throughout the hours of operation.

Tutorial services, including computer lab access are available whenever the library is open in Coalinga. Efforts are made to hire tutors to cover all the areas of the curriculum. With the remodel and expansion of the Rodney B. Fitch Library on the Coalinga campus, tutorial services have been enhanced significantly. (2C.17) Tutorial services at NDC take place in the library and the adjacent open area; however, physical space is limited**.**

In 2008-09, the help desk received 10,217 student contacts. (2C.27)

Planning Agenda
Librarian will implement live library chat reference service to be prominently featured on the library website by fall 2012.

II.C.1.d   The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
The West Hills College Coalinga maintenance and operations (M&O) department is responsible for physical plant maintenance and security of classrooms, computer labs, and general use facilities including the library. Classrooms are locked and unlocked by faculty or staff to minimize theft and vandalism.

To minimize theft, the library has only one non-emergency exit which is secured through a security gate system. Books and laptop computers are tagged with security strips, and items that cannot be tagged are kept behind the circulation desk. (2C.53) Detection gates are located at the only entrance and exit. There are local alarms on other library emergency exit doors. The NDC library has a single point of entry and exit. (2C.2)

Videoconference classrooms are closely monitored onsite as well as remotely to prevent intrusion or vandalism of equipment. The classrooms have metal locking cabinets that hold multi-media and videoconference equipment. The equipment is monitored and maintained by the district distance learning operations manager. (2C.13) The Coalinga media assistant supports the district distance learning operations manager in monitoring and maintenance of equipment.

A comprehensive inventory of all library materials was conducted in the summer of 2008 and 2010 with a plan to repeat the inventory every two years. (2C.4)

Multimedia equipment is stored and secured in cabinets with locking cables in regular classrooms and all equipment purchases of $500 or more, with a life expectancy of more than one year, are inventoried, bar coded, and entered into the web based fixed assets inventory system. (2C.54)

Ongoing maintenance and repair of library holdings is conducted by the media services and library staff who are trained in basic book repair procedures. All facility maintenance and repair is done by the maintenance and operations staff.

The West Hills Community College District Information Technology Services (ITS) department is responsible for regular maintenance of all computer equipment at the college. The ITS department uses an online support system where faculty and staff can submit cases requesting technical support. (2C.55)

Self Evaluation
West Hills College Coalinga works purposefully to minimize the potential for theft and vandalism at WHCC and NDC. In the past ten years, nearly all classrooms at the Coalinga campus and NDC have undergone remodeling. These remodeled buildings ease security and maintenance issues that occur with older structures. Campus security has been further enhanced by additional lighting installed at Coalinga and NDC. The addition of emergency blue boxes for quick police response has further increased campus security. The Facilities Development Council has incorporated video surveillance into the planned construction and remodeling projects for the college and center. (2C.56)

Planning Agenda
None

II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
West Hills College Coalinga is a member of the Community College Library Consortium and the Library of California's Heartland Regional Library Network. The librarian is an active participant in regional and statewide meetings strengthening the relationship between the Rodney B. Fitch Library at WHCC and the library consortiums and associations throughout California. (2C.57, 2C.58) The college is currently in the final year of a five-year cooperative Title V grant with University of California Merced to establish academic support programs with an emphasis on tutoring and common library support services between institutions. (2C.59) WHCC and California State University Fresno have a long established memorandum of understanding (MOU) which includes interlibrary loan access, faculty training, and academic technology consultation. (2C.60) The three West Hills Community College District libraries share a common catalog and regularly transfer materials between sites at the request of students, faculty, and staff. (2C.36)

Self Evaluation
Formal documentation of all cooperative support services, memoranda of understanding, grant agreements, and interlibrary loan programs is maintained and easily accessible at the district office. The agreements delineate the responsibility of WHCC in assuring the reliability of all services provided directly or through contractual arrangement in support of student learning.

Planning Agenda
None

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

West Hills College Coalinga evaluates library and other learning support services to ensure adequacy in meeting identified student needs through program review and assessment of SLOs. (2C.61) The library is currently undergoing the program review process and will be complete spring 2011. The program review incorporates all resources and learning support services available in the Rodney B. Fitch Library. Additional assessment occurs with the graduating student exit survey. (2C.62) This survey includes questions on satisfaction with library, tutorial services, and computer labs. The CCSSE survey was administered to students in 2007 and 2008; the CCSSE will be administered again spring of 2011 as another means of determining achievement of desired outcomes. (2C.39)

The librarian regularly collects usage statistics and the tutor coordinator conducts surveys at the end of each semester to inform decision making and planning. (2C.63, 2C.64) Suggestion boxes were placed in the libraries as a means to collect informal feedback. Suggestions are discussed amongst staff and discussed with the vice president of educational services when warranted.

The library solicits advice and recommendations from faculty, staff, and students regarding new materials via email, personal contact, and walk-in requests. The librarian actively pursues input from faculty on a regular and ongoing basis.

Student Learning Outcomes have been developed for supervised tutoring, the course in supporting students engaged in tutoring. (2C.65) SLOs also have been developed for all areas of library and learning support services. (2C.66) The SLOs are being assessed on a regular basis and the following changes have been implemented: 1) The survey administered to tutorial clients has been modified to collect qualitative data pertaining to how tutorial services have or have not been beneficial to students' academic success; and 2) The international student library orientation has been modified to include more information on the diversity of materials available to students and how to find and check them out.

Self Evaluation

Student learning outcomes have been developed for the library and tutoring. All surveys and data collected are used to support the program review process.

Planning Agenda

Librarian to develop and implement regular cycle of assessment of NDC and Coalinga library services by fall 2012.

Standard II C: References

2C.1   WHCCD Librarian job description

2C.2   WHCC Library Floor Plan

2C.3   WHCC Gate Count Reports

2C.4   WHCC Library Collection Inventory List

2C.5   WHCC Library Collection Development Policy

2C.6   WHCC Media Services Inventory List

2C.7   NDC Library Floor Plan

2C.8   NDC Media Services Inventory List

2C.9   WHCCD Library Technician job description

2C.10   WHCC Grants Budget Support for Library Services

2C.11   WHCC Classroom Technology Standards

2C.12   WHCCD Media Assistant job description

2C.13   WHCCD Distance Learning Operations Manager job description

2C.14   Duty Day Agendas, Samples

2C.15   Media Services Request Form Portal site

2C.16   WHCCD Tutor Coordinator job description

2C.17   WHCC Tutoring Schedule

2C.18   NDC Tutoring Schedule

2C.19   Basic Skills Initiative End-of-Year Report, spring 2009

2C.20   EA 55 Course Outline of Record, General Tutoring

2C.21   Tutoring Services Marketing Materials

2C.22   Title V Grant Budget, 2007

2C.23   Disabled Students Programs and Services Laboratory Floor Plan

2C.24   Computer Laboratory Classroom Floor Plan

2C.25   Farm of the Future GIS Laboratory Floor Plan

2C.26   Collaboratory Floor Plan

2C.27   Help Desk Data Report

2C.28   WHCC Student Art Show Flyer, spring 2010

2C.29   WHCC Library Book Repair Policy, 2006

2C.30   Gale Virtual Reference Library Purchase Order

2C.31   Library Collection Requests email

2C.32   New Library Resources email, spring 2009

2C.33   Curriculum Course Outline of Record Form

2C.34   International Student Program Library Orientation Agenda

2C.35   Student Support Services Library Orientation Agenda

2C.36   WHCC Library Website

Standard III A: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improved institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a Criteria, qualification, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

West Hills College Coalinga (WHCC) follows the West Hills Community College District (WHCCD) policies and procedures for hiring administrators, faculty, and staff. All district policies and administrative procedures are available on the district website and through the human resources office. (3A.1) WHCC adheres to the criteria, qualifications, and procedures for the selection of personnel as outlined in board policy. Guidelines for the employment of academic employees are provided by Board Policy 7210 and Administrative Procedures 7210 and 7211.

Board Policies 7230 through 7260 delineate the employment of confidential, classified, administrative, and classified management personnel. The board of trustees approves job descriptions and position titles in an effort to assure that new positions support the essential college mission and goals. (3A.3 – 8)

Job descriptions are designed to accurately reflect the duties, responsibilities, working conditions, reporting relationships, salary range, and benefits of the position. Additional information includes the selection process, equal opportunity employer statement, Title 4, section 504 of ADA, and Title 6 age discrimination reminders. As new job descriptions are developed, direct reference to the college's mission and goals are a central theme for the position descriptions. (3A.9 – 11)

The hiring of faculty takes place upon approval of a new or replacement position through the budgeting process. The academic senate appoints two full-time faculty members from the appropriate or closely-related discipline to serve on the hiring committee. An academic administrator and equal employment opportunity representative complete the hiring committee. (3A.12) The hiring committee conducts interviews that include a teaching demonstration. The committee makes a recommendation to the vice president of educational services and president who conduct second round interviews. The final candidate is selected based on knowledge of the subject matter or service to be performed, effective teaching, scholarly activities, and potential to contribute to the college mission. (3A.13, 3A.14)

Criteria for the hiring of full-time and part-time faculty members include meeting the minimum qualification requirements, as established by the California Community Colleges Board of Governors, designed to establish subject matter competency in a discipline. (3A.15) Candidates who do not meet the minimum requirements may request review for equivalency by the academic senate equivalency committee who will review and evaluate transcripts and resumes submitted to the district human resources office. (3A.16) The academic senate equivalency committee may evaluates a prospective faculty member's request for equivalency based on the individual's combined work experience, certifications, and educational experience in relation to the established minimum requirements for the discipline. (3A.17) Faculty members and administrators at WHCC have degrees that are earned at recognized U.S. accredited institutions or equivalency. The degree designations for faculty and administrators are listed in the college catalog. (3A.18) In those instances where a non-U.S. institution has issued a degree and there is no reciprocal accreditation understanding, the candidate's transcripts must be evaluated and deemed equivalent and appropriate by a transcript evaluation agency.

For administrative and classified positions the hiring committee develops the job announcement, interview questions, and screening instruments as needed. The committee then selects candidates for interviews, conducts interviews, and makes recommendations to the president for consideration. The president may ask the vice president of educational services to participate in second interviews of the top tier candidates. The president makes a hiring recommendation to the chancellor. (3A.19)

Self Evaluation
West Hills College Coalinga adheres to the West Hills Community College District (WHCCD) policies and procedures in hiring administrators, faculty, and staff. These policies and procedures are aligned with the recommendations of the California Community Colleges Chancellors' Office and comply with California State Labor Laws and the appropriate components in California Code of Regulations, Title 5. A copy of the district policies and procedures are available on the district website and from the human resources office. (3A.1)

WHCC job announcements are clearly written and include stated criteria, qualifications, and procedures for the selection of personnel. All job descriptions and positions relate to the college mission and goals, and are approved by the WHCCD Board of Trustees. Job descriptions accurately reflect the duties, responsibilities, working conditions, reporting relationship, salary range, and benefits of the position. (3A.9 – 11)

WHCCD Board Policy 7120 on recruitment and selection and Administrative Procedure 7120 on recruitment and hiring guide the recruitment and hiring process of all district and college positions. All applications and application related forms are available on the district website and by mail upon request to the human resources office. (3A.2, 3A.3)

Attracting qualified applicants for administrative and faculty positions can prove challenging due to the college's rural location. To improve the applicant pool, openings are advertised on the district website, in local newspapers, in publications serving minority populations, in professional publications, and in the Chronicle of Higher Education. The advertisements have served to expand the full-time faculty and administrative hiring applicant pools. (3A.20, 3A.21)

The district human resources office maintains a database of part-time faculty applicants who have met the minimum qualifications to teach at WHCC. The spreadsheet is provided to instructional administrators with contact information for part-time instructors. The database is updated when new applications are submitted. (3A.22) Upon the request of the vice president of educational services, human resources staff begin local advertising to generate more applications in those disciplines without an applicant pool. Applicant information is removed

from the database after one full year; however, the hardcopies are kept on file. If needed, the application is pulled, and the applicant is asked to resubmit an updated version of their application.

Planning Agenda
None

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary
West Hills College Coalinga ensures the effectiveness of its human resources by evaluating personnel systematically at stated intervals. The type of evaluation varies for administrators, classified management, tenured full-time faculty, non-tenured full-time faculty, part-time faculty, and classified staff according to the procedure outlined in the unit contract. (3A.23 – 28) All evaluations are based upon written criteria that have clear expectations of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to the individual's expertise as an employee of WHCC*.*

Evaluations are coordinated through the district human resources office. The employee's direct supervisor is responsible for conducting the evaluation in accordance with the appropriate negotiated agreement, or the evaluation method identified for administration and confidential staff.

Faculty members are evaluated according to the procedures outlined in article 4 of the agreement between West Hills Community College District and West Hills College Faculty Association/CTA/NEA 2009-2012 otherwise known as the faculty contract. (3A.23) Formal evaluations for non-tenured faculty occur every year for four years, normally in the fall semester, until tenure is granted. Tenured faculty are evaluated at least once every three years. The faculty evaluation committee is comprised of an instructional administrator and two peer faculty evaluators approved by the Academic Senate. Each evaluator observes the faculty member in the classroom for at least one hour. (3A.24) A pre-observation meeting is conducted to prepare the faculty member for the evaluation process. During the pre-observation meeting the elements of the evaluation are established. A post-observation conference is held to discuss

the evaluation results with the faculty member and the evaluation team. Student evaluations of the faculty member are collected as part of the faculty evaluation process. (3A.25) Faculty submit their course syllabi and the goals and plans form. The academic administrator composes a written evaluation summary inclusive of the evaluation elements. The evaluation summary is provided to the faculty member and faculty evaluation committee at the post-observation conference. All documentation is reviewed and signed by the vice president of educational services and placed in the faculty member's personnel file in the district human resources office. (3A.29)

Performance evaluations of part-time faculty occur at least once every year in which the instructor teaches. The process includes a classroom observation visit and review of syllabi, exams, and student evaluations by an instructional administrator; submission of goals and self-evaluation by the faculty member; and a post-observation meeting between the instructional administrator and adjunct faculty member to discuss the evaluation results. All documentation is reviewed and signed by the instructional administrator and placed in the part-time faculty member's personnel file in the district human resources office. (3A.24 – 26)

The evaluation procedure for classified employees is described in article 14 in the agreement between the West Hills Community College District and the California School Employees Association Chapter 429. (3A.27) The supervisor evaluates classified employees three times the first year at the fourth, eighth, and twelfth months. All regular permanent employees are typically evaluated at least once each year. The evaluation form is completed by the immediate supervisor and discussed with the employee before being placed in the classified employee's personnel file in the district human resources office. (3A.30)

The evaluation procedure for confidential and classified management employees and administrators is established in Board Policy 214. (3A.31) Administrators complete a written self-assessment for the previous year and set written goals for the following year. (3A.32) Administrator evaluations include input from faculty and staff in their evaluation process at least every third year. (3A.33) In addition, the supervisor submits a written evaluation of the administrator's performance and discusses it with the administrator before forwarding the materials to the president and chancellor for review. Once the supervising administrator, the president, and the chancellor have signed the cover document, the evaluation materials are filed in the administrator's personnel file in the district human resources office. Confidential and classified management employees follow the same evaluation format without the requirement of input from faculty.

Self Evaluation

WHCC provides students with faculty, staff, and administrators that work in a professional, effective, and collegial manner. Through regular and ongoing performance evaluation of all personnel the college assures the effectiveness of its human resources. The district office of human resources monitors and sends reminders to supervisors to assure that performance evaluations are conducted at regular intervals.

The 2009-2012 faculty contract includes a recently adopted tool for evaluation of online instruction. (3A.23) This customized form provides opportunity for feedback in support of effective teaching methodologies in an online environment. Both self evaluation and evaluation summary processes provide opportunity for the identification of professional development activities designed to increase teaching effectiveness. In those cases where necessary, actions taken following evaluations are formal, timely, and documented.

Planning Agenda
None

III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
All faculty are expected to participate in the development of course, program, and degree level SLOs. (3A.34) Faculty participation in the development and assessment of SLOs and evaluation of assessment results is incorporated into the performance evaluation process where leadership in producing student learning outcomes is discussed at the faculty post-observation meeting and included in the narrative summary. (3A.29)

Administrators are also responsible for incorporating effectiveness in producing student learning outcomes into evaluations of personnel other than faculty who are responsible for student progress toward achieving stated student learning outcomes. All management job descriptions are being revised to include a representative duty that identifies responsibility related to effectiveness in producing SLOs. This in turn will be integrated into the performance evaluation for management personnel. (3A.35)

Self Evaluation
West Hills College Coalinga has successfully incorporated participation in the development, assessment, and evaluation of SLOs into the faculty performance evaluation. Plans are currently underway to modify management position descriptions to include effectiveness in producing stated student learning outcomes as a representative duty. This in turn will lead to inclusion of this responsibility as part of the performance evaluation for management personnel.

At this time, a document titled *Checklist for Administrators Performing Faculty Evaluations* is under development. (3A.36) This document is intended to serve as a guide for administrators conducting faculty evaluations to ensure that the process is consistent across all locations and evaluators. The development, assessment, and utilization of SLOs as an indicator of faculty effectiveness will be included in this checklist. Training of management personnel in the utilization of the checklist will be an important component of implementing the utilization of the checklist.

Planning Agenda
District and college administrators to finalize *Checklist for Administrators Performing Faculty Evaluations* and conduct training in spring 2011. Implement utilization of checklist in 2011/12.

Office of Human Resources to modify position descriptions in spring 2011 for all management personnel to include a representative duty about responsibility for SLOs. All management personnel to begin including responsibility for SLOs in management performance evaluations by 2012.

III.A.1.d   The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
The district has written policies that provide standards for ethical conduct of its personnel to encourage them to conform to ethical standards of conduct as stated in the California Education Code section 87732 and professional educational organizations. These policies also delineate processes for resolving internal disputes in a collegial and ethical manner. Board Policy 3430 prohibits harassment by any district employee and Board Policy 7310 prohibits nepotism. (3A.37, 3A.38) Board Policy 7215 delineates faculty, counselor, and librarian responsibilities including use of standards of student evaluation that are clear, fair, and followed consistently throughout the course thereby assuring students of ethical practices in evaluation. (3A.39)

The WHCCD Board of Trustees has established a published code of ethics within in Board Policy 2715 which governs the actions of the trustees. The members of the board of trustees and administrators adhere to the conflict of interest code found in article 7 of the bylaws of the board of trustees. (3A.41)

Self Evaluation

The board of trustees has adopted numerous policies that promote and guide professional ethics for all personnel. The board policies and procedures are aligned with standards of professional conduct delineated in Title 5 of the California Code of Regulations and the California Education Code; however, a specific board policy delineating professional ethics for all personnel has not been approved by the board of trustees.

Planning Agenda

WHCCD Board of Trustees to adopt a written code of professional ethics for all personnel by 2011.

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

West Hills College Coalinga ensures that its mission and purpose are fulfilled by employing personnel who are qualified by education, experience, and training to provide support to the academic and support services to meet the needs of students.

West Hills College Coalinga employs 48 full-time faculty members and 27 adjunct faculty members. The district employs 305 classified employees, 56 administrators and classified managers, and 8 confidential employees. (3A.42) Each full-time faculty member and administrator is listed by title in the college catalog, and degrees held by each individual are listed as verified by the human resources office. (3A.43) Some instructional disciplines do not have full-time faculty representatives; in which case the teaching responsibilities are entrusted to highly qualified adjunct faculty.

The administrative structure of the college is determined by the president with approval of the WHCCD Board of Trustees. The organizational structure was changed fall of 2009 to reduce the number of administrative positions as a cost saving measure. (3A.44) Modification of job

responsibilities of all college administrators served to assure that duties of the eliminated positions were appropriately assigned to another position.

All departments and divisions of the college, including service and operational units, participate in regular and systematic program reviews. These reviews signal a shift by the college to a more uniform and inclusive process for developing program specific goals and identifying the resources, including staffing, needed to achieve those goals. The program review process has been designed to involve all constituencies to ensure a highly reflective process centered on dialogue. The instructional and non-instructional program review processes incorporate immediate and long term goals and resource planning. Budget allocation requests are linked directly to the college goals, key performance indicators, the educational master plan, or other college initiatives. (3A.45, 3A.46) The program review process of resource needs identification supports integrated planning and the budget development process. The College Planning Council serves as the major consultative body to recommend allocation of new resources to the president, and relies primarily on the program review process to ensure that all recommendations are based on an explicit understanding of how specific resource requests support the college mission and purpose. (3A.47)

Self Evaluation
Staffing levels are adequate to meet the mission and purpose of the institution despite persistent reductions in state funding. Despite the reduction in the number of course sections offered, the college increased FTES generation in the 2009/10 academic year. (3A.48) The district and employees have worked collaboratively to develop and implement cost savings that have maintained the reserve. (3A.49) Implemented cost savings measures include, furloughs for all employee groups in the 2009/10 academic year, hiring freezes, reassignment of administrative responsibility, and a reduction of course sections.

The professional preparation of faculty and administrators is more than adequate to meet this standard. The faculty and administrative credentials meet or exceed the minimum qualifications established by the Board of Governors and are printed in the college catalog. (3A.43) The college assures the effectiveness of its human resources through regular and systematic performance evaluation of all employees.

The development, implementation, and assessment of course and program level SLOs in areas without full-time faculty members has required collaborative planning and support between the SLO Committee and instructional administrators. (3A.50, 3A.51) Identifying and recruiting exceptional adjunct faculty to engage in the SLO development process has facilitated course level SLO development to be completed. The timeline established and maintained by the SLO

Committee calls for program level SLO development to be complete in the spring of 2011 in support of completion of one cycle of evaluation by 2012. (3A.52)

Planning Agenda

Under the guidance of the SLO Committee, completion of program level SLO development by summer 2012.

III.A.3   The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a   The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The WHCCD Board of Trustees has the ultimate responsibility for developing and establishing written policies and procedures that are equitable and consistently administered in all employment procedures. The college has input into these policies and procedures though the College Planning Council and the Academic Senate as mandated by AB 1725. (3A.47, 3A.53) These policies are in accordance with Title 5 of the California Education Code and other applicable laws.

In accordance with district policy and procedure, all members of hiring committees are provided guidelines regarding their roles on the committee. (3A.54) Each committee includes an equal employment opportunity representative who has been trained to serve in this capacity. (3A.55) The commitment of the WHCCD Board of Trustees to fairness and equal opportunity in hiring is evidenced in the adopted policies and procedures. (3A.2 – 8) This commitment is shared with the community through the public posting of board policies and administrative procedures on the district website. (3A.20) The district uses a variety of web recruiting sites to announce employment opportunities to a broad range of diverse potential employees.

WHCCD fulfills the obligation to track non-discrimination and sexual harassment prevention training for new and continuing management employees. (3A.56) The district has utilized both online and in person training. (3A.57) The office of human resources assumes responsibility for monitoring compliance with AB 1825 Sexual Harassment Training. The district provides

accommodations and opportunities for persons with disabilities and complies with the Americans with Disabilities Act of 1960.

Self Evaluation
The board of trustees has adopted policies and procedures which guide the recruitment, hiring, and employment processes to ensure fairness. The vice chancellor of business services and human resources is responsible for monitoring practices and ensuring that board policy and procedure and federal and state regulations are followed. (3A.58) The WHCCD human resources office has equity compliance statements regarding applicable employment regulations which are printed on all district employment applications. (3A.59) The compliance statements are available to all employees upon request.

All members of hiring committees are provided with guidelines regarding roles of the hiring committee. Each committee includes a chairperson and a trained equal employment opportunity representative. All hiring committee members must sign forms indicating commitment to responsibilities and adherence to regulations as stated. (3A.12, 3A.54, 3A.55)

The vice chancellor of business services and human resources collects data of staff diversity every fall semester and retains the data on file for internal purposes and to verify that a diverse workforce is maintained. The vice chancellor shares the information with college staff on a regular basis as well as in presentations to the board of trustees and the chancellor's executive cabinet. Personnel policies and procedures are available for review on the district website and are uniformly applied. (3A.20, 3A.60)

Planning Agenda
None

III.A.3.b   The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
West Hills Community College District personnel records are maintained in locked cabinets in the district office of human resources under the supervision of the vice chancellor of business services and human resources. (3A.58) Only authorized staff members may access the files.

In accordance with the law, WHCCD employees have access to their confidential personnel files. Human resource staff must be present during the review of personnel records. Only supervising

managers or administrators can access an employee's personnel file other than their own. Appointments are set up in advance for reviewing employee personnel files. (3A.61) The vice chancellor of business services and human resources, as required by law, reviews fingerprint reports and criminal history reports of all new employees, with the exception of students and temporary employees. An Academic Senate representative may also review faculty files before recommending tenure to the board of trustees.

Self Evaluation

Security of employment files containing situationally sensitive material meets the requirements for personnel records. To date, the district has received no complaints regarding the security and confidentiality of personnel records.

Planning Agenda

None

III.A.4   The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a   The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

West Hills College Coalinga demonstrates an appropriate understanding of and concern for issues of equity and diversity. The college attempts to hire faculty and staff who demographically represent the communities the college serves. In 2004, WHCCD received the "Chancellor's Diversity Award for Excellence" from the California Community Colleges Chancellor's Office for having increased the diversity of its administrative staff more than any other community college during the previous ten years. (3A.62)

Programs and training addressing diversity issues have been offered to personnel through the district human resources office. (3A.56, 3A.57) The vice chancellor of business services and human resources reviews data reflecting employment equity and staff diversity through submission of federal and state required reports. Information regarding gender, ethnicity, classification by salary, benefits, and all categories of employees is reported to the integrated postsecondary education data system (IPEDS). (3A.60)

The college provides opportunities for faculty and staff to arrange and participate in activities and field experiences which demonstrate their understanding and concern for issues of diversity. Campus cultural events include Dia de los Muertos, Black History Month, Women's History Month, and Hispanic Heritage Month. (3A.63) Campus personnel are engaged in the planning of these events and activities and often serve as speakers at the events open to the public. Board policies and college practices demonstrate understanding and concern for issues of equity and diversity. Board Policy 7215 outlines expectations of professional growth and currency of faculty, counselors, and librarians including the requirement that faculty members show examples of activities that demonstrate a pattern of understanding and sensitivity to the diverse population of students and staff of the district. (3A.39)

Self Evaluation

West Hills College Coalinga encourages programs, practices, and services that support the diversity of campus personnel. Programs and activities support the understanding of equity and diversity and celebrate the contributions of diverse individuals and groups. The college is committed to sustaining a culture that is inclusive of all as demonstrated by the international student program. (3A.64) Administrators and staff value the richness of community a diverse student and staff population bring to the college.

Planning Agenda

None

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

West Hills College Coalinga is committed to ensuring that opportunities for employment are available to all as delineated in Board Policy 301, Affirmative Action Employment Program. (3A.65) Through BP 301, the district assures that additional efforts are made to recruit, employ, and promote qualified individuals of groups formerly underrepresented. This extends to exclusion that cannot be traced to specific discriminatory actions on the part of the employer. WHCCD follows equal employment practices to ensure that each candidate is interviewed in the presence of an equal employment opportunity representative. (3A.12, 3A.55) The district office of human resources monitors hiring pools as an additional assurance that formerly underrepresented groups are being reached by recruiting efforts.

Self Evaluation

The board of trustees and chancellor's executive cabinet regularly review data from the office of institutional effectiveness on employee demographics and the demographics of hiring pools, especially those of administrative and faculty positions. A variety of advertising outlets are used to recruit a diverse pool of applicants for open positions. (3A.21)

The college and district annually review the IPEDS demographic data to assure the employment practices are effective in building employment equity and diversity. (3A.60) A districtwide discussion focused on attracting, recruiting, and retaining individuals from diverse backgrounds was held at the August 24, 2007 administrative retreat. (3A.66)

Planning Agenda

None

III.A.4.c   The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

West Hills College Coalinga is committed to integrity in the treatment of its administrators, faculty, staff, and students. This is demonstrated through accessibility to supervisors, staff development opportunities, collaborative decision-making, and the ample resources, including advanced technology provided to meet the learning needs of the students. In the spirit of shared governance, WHCC fortifies its commitment to integrity and transparency via a wide spectrum of shared governance practices. (3A.67, 3A.68) The governance council structure of the college serves to assure that students and staff have the opportunity for effective participation in decisions that affect them. (3A.44, 3A.69 – 71)

WHCC is committed to personal, professional, and institutional development for the growth of its employees as stated in Board Policy and Administrative Procedure 7135 through the Employee Scholars Program. (3A.72 – 74) Reimbursement of up to $3000 per year is available for course work completed at an accredited institution. Also, flex day programs and other staff development opportunities are offered to faculty and staff each semester.

Self Evaluation

Administrators are available to faculty, staff, and students on a walk-in basis and upon request. Complaints and concerns from students are responded to in a timely manner according to Administrative Procedure 5530. (3A.75) Faculty grievance and concerns are addressed following

the procedure delineated in the Agreement Between West Hills Community College District and the West Hills Faculty Association 2009-2012. (3A.23, 3A.76) Prompt response to concerns assures integrity in the treatment of administration, faculty, staff, and students.

Collaboration is not a perfect process, but the campus climate and culture demonstrate reliance upon wide dissemination of information, broad and inclusive dialogue with limited resort to employee grievances and formal complaints regarding unfair treatment or exclusion from decision making processes.

Planning Agenda
None

III.A.5   The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a   The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
West Hills College Coalinga, in concert with the district, provides extensive opportunities for professional development throughout the year for certificated and classified staff and for administrators. WHCC has two flex days and two duty days each academic year at the start of each semester, which provide training in areas of pedagogy, technology, safety, shared governance, SLOs, program review, and sexual harassment. (3A.67, 3A.68) In addition, district staff offer technology training sessions throughout the academic year in media and academic technologies, Blackboard and online instruction, videoconference technologies, and computer system basics. (3A.77) The human resources department provides training for personnel districtwide upon request with a variety of relevant topics for classified, administrative, or certificated personnel.

The district governing board has established the employee scholars program which provides financial assistance to employees seeking to further their education. (3A.72, 3A.73) This educational incentive program has been quite successful, with nearly 100 employees participating to date. (3A.74) The college sponsors many faculty and staff development activities occurring off-campus through paid travel opportunities. The college participates in the National Institute for Staff and Organizational Development (NISOD) conference each year

by sending outstanding educators. (3A.78) The Academic Senate nominates faculty members, and attendees are selected based on contribution to education. (3A.79) The college supports monthly training activities provided to faculty and staff by the educational technology specialist. Trainings are usually scheduled in one-hour blocks of time for the convenience of the employees. (3A.77)

In the 2007/08 academic year Brown Bag Lunches were instituted as a professional development activity which provides opportunities for faculty to share their professional development experiences with their peers. The Brown Bag Lunches afford faculty the opportunity to benefit from the conference and training experiences attended by their peers. (3A.80)

Self Evaluation
WHCC meets the standard. The district certificated staff development committee is comprised of the associate vice chancellor of educational planning and faculty representatives appointed by the WHCC and West Hills College Lemoore (WHCL) academic senates. (3A.81) The district classified staff development committee is chaired by the vice chancellor of business services and human resources and comprised of classified representatives selected by CSEA. The committee's main function is to plan and evaluate professional development activities for the annual classified staff development day. (3A.82)

At the college level the Instructional Services Council (ISC) is responsible for professional development opportunities for certificated faculty. (3A.70) The Student Services Council is similarly responsible for professional development planning for student support services employees. (3A.71) In October 2004, the ISC developed an action plan to provide faculty with immediate professional development opportunities by setting aside 4.5 percent of the instructional services equipment and supply budget. The recent severe budget reductions have eliminated travel from the general fund budget causing the college to seek creative alternatives for funding professional development travel. During the 2009/10 academic year faculty travel was funded by the WHCCD Foundation, grants, and categorical programs. (3A.83)

Professional development activities, including those on flex and duty days, address relevant topics such as student learning outcomes and institutional effectiveness. (3A.67, 3A.68) For example, SLO experts have presented workshops for faculty at WHCC to facilitate understanding and development of course, program, and degree level SLOs. (3A.84) Professional development topics are brought forth from the evaluation process, through planning agendas, and emerging trends in higher education. Additionally, the college and

district have used surveys to measure interest in professional development opportunities. (3A.85)

West Hills Community College District and WHCC are committed to professional development activities as a means of strengthening collaboration across the district. In the summer of 2008, a group of faculty and administrators attended the Best Practices in Institutional Effectiveness conference to increase understanding of institutional research data and using data to improve student learning. (3A.86) Summer of 2010, a large group of faculty and key administrators attended Curriculum Institute in Santa Clara to foster dialogue among those involved in curriculum for WHCC and WHCL. (3A.87)

The West Hills Community College District supports professional development through the Employee Scholars Program. All employees are invited to apply for this program that supports participation in an approved educational program that contributes to educational goals, thereby enhancing the employee's value to WHCCD. The plan allows an employee to receive reimbursement of up to $3,000 per year for tuition costs. As of May 2010, 96 employees had participated in the Employee Scholars Program. (3A.72 – 74)

In 2009/10, the president of West Hills College Coalinga introduced a mini grant program that provides up to $2,000 for faculty and staff to use to fund a special project. In the two years the mini grant program has been available, several faculty have submitted proposals to use the mini grant to fund professional development activities. In the two years that the mini grant program has been available, several faculty members were awarded mini grants to cover the cost of travel and registration for professional development conferences. (3A.83)

Planning Agenda
None

III.A.5.b   With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
Written forms are provided for faculty and staff to complete after each West Hills College Coalinga flex and duty day professional development training session evaluating the effectiveness of the presentation. Responses to session questionnaires are used to develop

subsequent training. Surveys are also used to collect feedback on Brown Bag Lunch presentations and suggestions for additional training opportunities. (3A.85)

Faculty who have the opportunity to engage in professional development activities are encouraged to share what they have learned with their peers through presentations. This allows maximum exposure to new and emerging best practices. (3A.67, 3A.68) It also encourages dialogue on how the methodologies and principles might be put into practice at West Hills College Coalinga to increase student learning.

Self Evaluation
WHCC meets the standard. Professional development is valued by the college. This is evidenced by the formal opportunity for faculty who participate in conferences and other professional development activities to share what they learned with their peers through flex and duty day activities and through brown bag lunches. This approach to sharing knowledge maximizes the impact of every professional development opportunity. New and innovative ideas are presented to the larger campus community. The SLO team chair and curriculum chair have effectively trained faculty on new procedures and approaches gleaned from training sessions they have attended. NISOD attendees have brought specific examples of effective teaching practices to the campus community allowing everyone to benefit from their professional development experience. (3A.67, 3A.68)

The college relies on feedback provided through surveys to improved professional development activities and to provide input for future training events. Evaluation surveys are distributed in each training session held on faculty flex and duty days, the classified staff development day, and other formal training sessions. Information gathered guides the training planning for the college. (3A.85)

Planning Agenda
None

III.A.6   Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
West Hills College Coalinga recognizes that the hiring of faculty, staff, and administrators must be a deliberate and thoughtful process. Further, the process must include the input from

constituency groups and instructional administrators alike based upon a combination of empirical and quantitative information. Data provided by the office of institutional research is used to frame instructional program review and serves to support the request for positions.

The College Planning Council (CPC) functions as the budget and planning committee and is comprised of classified staff, faculty, students, and administrators. (3A.69) The CPC values input by those at the operational level of WHCC. College units present requests for new positions through the program review process and the appropriate college council. (3A.88, 3A.89) Programs not undergoing program review can make position requests using the budget request form which requires that the request be linked directly to college goals, key performance indicators, and other strategic initiatives. (3A.46) Budget managers are eligible to submit position requests using the aforementioned process. The Instructional Services Council is responsible for reviewing and prioritizing resource allocation requests for instructional programs, the Student Services Council reviews and prioritizes resource allocation requests from non-instructional units. A final, prioritized list of requests from each council is submitted to the CPC for consideration. (3A.69 – 71)

The CPC reviews and prioritizes all resource allocation requests including human resources, forwarding final recommendations to the college president by the end of March. The President's Executive Cabinet reviews all budget submittals which are forwarded to the vice chancellor of business services by mid-April. (3A.90) Upon approval, budget allocation requests are included in the annual proposed budget submitted to the Chancellor's Executive Cabinet. The first reading of the budget by the WHCCD Board of Trustees occurs in May, and is finalized in June.

Planning for faculty positions is integrated into institutional and educational planning through program review and program development. (3A.88) The process for prioritizing faculty positions is outlined in the budget development procedure. (3A.45) The college Educational Master Plan (EMP) serves as the scaffold upon which program development decisions are constructed. (3A.91) Relying on the results of program review, enrollment data, and the EMP, the Academic Senate will compile a list of faculty position requests and confer with the CIO. The CIO then presents a prioritized list to the president for consideration. The president makes recommendation to the Chancellor's Executive Cabinet for faculty position allocation. (3A.19)

Self Evaluation
Instructional and non-instructional program review serve as the primary tools for assessing the effective use of human resources. Program review includes analysis of faculty and staff productivity data. The district engaged in a classification study in 2009 which has facilitated

placement of new positions at the appropriate salary range and alignment of job classifications. (3A.92)

The human resource planning model affords the opportunity for each requested position to be carefully considered in relation to the college mission and educational master plan. The annual review of requests for faculty positions allows the college to be responsive to changing and emerging needs of the workforce and communities served. The resource allocation request procedure provides opportunity for all college units to bring forward requests for human resources based upon current program review findings and data.

Planning Agenda
None

Standard III A: References

3A.1 WHCCD Human Resources Website

3A.2 WHCCD Board Policy 7210

3A.3 WHCCD Administrative Procedure 7210

3A.4 WHCCD Administrative Procedure 7211

3A.5 WHCCD Board Policy 7230

3A.6 WHCCD Board Policy 7240

3A.7 WHCCD Board Policy 7250

3A.8 WHCCD Board Policy 7260

3A.9 WHCCD Administrator job descriptions, Samples

3A.10 WHCCD Certificated Faculty job descriptions, Samples

3A.11 WHCCD Classified Employee job descriptions, Samples

3A.12 WHCCD Administrative Procedure 7210

3A.13 WHCCD Faculty Interview Materials, Samples

3A.14 WHCCD Mission Statement

3A.15 Minimum Qualifications for Faculty and Administrators in California Community Colleges

3A.16 Academic Senate Equivalency Sub-Committee Membership

3A.17 Request for Equivalency Evaluation emails, Samples

3A.18 WHCC Catalog, 2009-2011

3A.19 WHCC Procedure and Determination in Hiring Faculty

3A.20 WHCCD Website

3A.21 Certificated Faculty Recruiting Materials

3A.22 WHCCD Human Resources Office Part-time Faculty Applicant Database

3A.23 WHCCD/WHCFA Collective Bargaining Agreement, 2009 – 2012

3A.24 WHCCD Faculty Peer Classroom Observation Form

3A.25 WHCCD Student Evaluation Form

3A.26 WHCCD Self-Evaluation Form

3A.27 WHCCD/CSEA Collective Bargaining Agreement, 2009 – 2012

3A.28 WHCC Employee Evaluation Tracking Sheet

3A.29 WHCC Evaluation Narrative Summary, Samples

3A.30 WHCCD Classified Staff Evaluation Form

3A.31 WHCCD Board Policy 214

3A.32 WHCCD Administrator Self-Assessment, Samples

3A.33 Request for Participation in Administrator Evaluation emails, Samples

3A.34 Faculty Participation in Student Learning Outcome Activities emails, Samples

3A.35 WHCCD Administrator Job Description Revision Materials

3A.36 Checklist for Administrators Performing Faculty Evaluations *Draft*

3A.75   WHCCD Administrative Procedure 5530

3A.76   Grievance Materials, Samples

3A.77   WHCC Technology Training Workshop Schedules, Samples

3A.78   Travel Request, Samples

3A.79   Academic Senate Minutes, NISOD Nominations

3A.80   Brown Bag Lunch Announcement email

3A.81   Associate Vice Chancellor of Educational Planning job description

3A.82   WHCCD Classified Staff Development Day Announcement email

3A.83   WHCC Faculty and Staff Development Mini-Grant Materials

3A.84   Student Learning Outcome Presentations, Samples

3A.85   Flex and Duty Day Survey Results, Samples

3A.86   Best Practices in Institutional Effectiveness Conference Materials, 2008

3A.87   Curriculum Institute Materials, 2010

3A.88   WHCC Instructional Program Review Template

3A.89   WHCC Non-Instructional Program Review Template

3A.90   WHCC President's Executive Cabinet Minutes, spring 2009

3A.91   WHCC Educational Master Plan

3A.92   WHCCD Classification Study Results, 2009

Standard III B: Resources

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1   The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The criteria used to ensure the institution's safety of facilities is a shared responsibility that occurs with the risk management committee and facilities committee. (3B.1, 3B.2) The risk management committee reviews incident reports as well as schedules inspections through our Joint Powers Authority (JPA) for safety issues. (3B.3) The Facilities Development Council, when planning for new buildings as well as scheduled maintenance projects, considers best practices and incorporates any recommendations from the risk management committee into their planning. (3B.4)

The district architect provides a Five Year Facilities Plan that addresses any safety matters and physical plant needs for the growth of the college and North District Center. (3B.5) The plan is provided by the architect who has obtained growth and program expansion information from the Facilities Development Council and Instructional Services Council. The evaluation process includes calculations of capacity load ratios to determine if there is underutilization or overutilization of space. (3B.6) Capacity load ratios drive requests of the Chancellor's Office for capital funds for construction. Through the program review process, program needs and services are evaluated and recommendations are brought forth for consideration. (3B.7, 3B.8)

Self Evaluation

The facilities at WHCC meet current needs and construction plans have been developed to support future growth. The same criteria are used for new construction and renovation planning at all sites. The off-campus sites are safe and sufficient to meet current student

needs. There are plans for construction of a new college center in Firebaugh to assure capacity sufficient to meet projected growth. (3B.9, 3B.10) In 2008, the West Hills Community College District was successful in passing two general obligation bonds to support capital projects in Coalinga and the north district area. (3B.9, 3B.11) The bonds will provide for additional classroom space, campus safety and security upgrades, and renovation of existing facilities. Each bond is under the independent review of a local oversight committee. (3B.12 – 15)

The results of program review, the college educational master plan, and the district strategic plan are relied upon in the ongoing planning process. (3B.7, 3B.8, 3B.16, 3B.17) The planning cycle includes review of areas that may be due for renovation and emerging student needs. All considerations are discussed before incorporation into the master plan for facilities. The same process occurs for equipment upgrade and purchase. In addition, the Joint Powers Authority (JPA) conducts a bi-annual safety inspection to ensure that current regulations are being followed and identify any deficiencies that need to be addressed. (3B.18)

The district supports acquisition of technology equipment and infrastructure through input from the Technology Advisory Team (TAT) and the District Technology Council (DTC). (3B.19, 3B.20) These purchase and upgrade requests are then incorporated into the annual district budget. This includes both equipment and licensing for software used to run on the equipment. The District Technology Council provides input on technology projects and necessary support to achieve the desired outcomes.

Planning Agenda
College representatives on the district risk management committee, will conduct regular safety inspections of facilities and grounds to ensure a safe learning and working environment on all campus sites by fall 2011.

III.B.1.a   The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
Physical resources planning at West Hills College Coalinga is described in the Facilities Development Council (FDC) handbook and is integrated with institutional planning. (3B.2) The planning and prioritization of the remodeling of current facilities and the building of facilities is coordinated by the FDC. (3B.21) All purchases and maintenance of any software or hardware is coordinated by the WHCCD information technology systems department. (3B.22, 3B.23)

Maintenance and operation of all physical facilities is the responsibility of the director of maintenance and operations (M&O). (3B.24) The M&O director reports to the WHCC president and is a member of the College Planning Council, the Facilities Development Council, and the district risk management committee. (3B.1, 3B.2, 3B.25, 3B.26)

College facilities needs are considered through the FDC with the guidance and input of the district architect. Within the Facilities Development Council plans for building, remodeling, and maintaining facilities are approved for recommendation to the WHCCD Board of Trustees for submittal to the Chancellor's Office for approval and state funding.

The FDC process includes input from faculty, staff, and administrators as a part of the ongoing integrated planning cycle. The effectiveness of facilities and equipment are evaluated on a regular basis through the FDC and subcommittees. (3B.21)

The physical resources of the district are used effectively through course scheduling designed to maximize space utilization and provide the greatest access for students. (3B.6, 3B.27) The Five Year Facilities Plan includes analysis of space usage that demonstrates the capacity load ratios to target areas that are in need of expansion as well as those areas that are underutilized. (3B.5)

Physical resources planning at West Hills College Coalinga is described in the Facilities Development Council handbook and is integrated with institutional planning. (3B.2) The planning and prioritization of the remodeling of current facilities and the building of new facilities is coordinated by the FDC.

Self Evaluation
The Facilities Development Council establishes subcommittees to guide the planning and implementation of each renovation and new construction project. (3B.21) The FDC oversees the coordination of facilities planning, budget development for facilities projects, and scheduled maintenance. Inspections are scheduled through the Joint Powers of Authority in coordination with the district risk management committee to ensure that regulations are being adhered to and that safety risk is minimized.

Planning Agenda
None

III.B.1.b   The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Facilities are designed, constructed, modernized, and remodeled according to building codes and the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safety and handicapped accessibility. (3B.28) Facilities construction and remodeling is reviewed by the California Division of the State Architect to ensure compliance with access and safety requirements. Facilities are maintained and operated in accordance with the California Occupational Safety and Health Act (Cal/OSHA). (3B.29)

The maintenance and operations director has overall supervisory responsibility for security, safety, and maintenance of all college buildings and grounds. (3B.24) The director regularly attends district risk management meetings and Joint Powers Insurance Authority safety meetings to review safety issues. A web based trouble ticket system, School Dude, is available to all college staff. Via School Dude, college employees can quickly enter work requests for repair, maintenance, safety checks, and custodial services. (3B.30)

As a part of the overall analysis of the organization, all facilities have a master plan for scheduled maintenance to ensure that facilities are well maintained and provide the necessary quality for the students and staff. (3B.31) The district architect has developed a schedule of deferred maintenance to be implemented when budgeted resources become available. These schedules include safety, access, and security upgrades both on the campus and at offsite centers. (3B.32)

Offsite facilities are regularly visited by the management team to ensure that the quality of those facilities continues to meet the standards of the district. Any areas identified as in need of repair are reported to the M&O staff who then take the necessary steps to complete the repair.

Self Evaluation

Physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. (3B.2) All new construction and renovation projects are designed to facilitate ease of access for all individuals. Faculty, staff, and administrators are encouraged to take an active role in the maintenance of college facilities through the School Dude system.

Planning Agenda
None

III.B.2   To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a   Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Capacity load ratio analysis is done each year with respect to space utilization. (3B.6) This process informs long range planning for expansion on the college campus and offsite. The Five Year Facilities Plan incorporate new and future program considerations and proposed expansion of existing programs. (3B.5) The district architects and the Facilities Development Council have established an inclusive process for identifying new program needs and planned expansion of existing programs. Long range planning is staged strategically to maximize the eligibility of college projects for state funding and minimize demand on local capital resources.

Identification of funding required for facilities construction and maintenance is coordinated between the Facilities Development Council, the vice chancellor of business services, and the district architects. (3B.2, 3B.33, 3B.34) In 2008, WHCC successfully passed two general obligation bonds to support facilities development in Coalinga and the north district area. (3B.9, 3B.11) The FDC plays an active role in determination of staffing needs as new facilities are planned and opened for operation. Requests for additional positions are forwarded from the FDC to the College Planning Council in the budget development process. Long range capital plans support institutional improvement goals as outlined in the district strategic plan, college educational master plan, and Five Year Facilities Plan. Projections of the total cost of ownership of new facilities and equipment are listed in the Five Year Facilities Plan. (3B.5, 3B.16, 3B.17)

Evaluation of facilities is an ongoing process involving the director of maintenance and operations, the district architects, and the Facilities Development Council. Findings from capacity load ratio analysis, course scheduling, proposed programs, and expanding services present the FDC with challenges. Through inclusive dialogue at the FDC and subcommittee levels, options are developed for improving the utility of facilities. The options are considered broadly with input from administrators, faculty, classified support staff, students, and representatives from the district architect's office. Dialogue occurs among and between the

president, director of M&O, district architects, vice president of educational services, vice chancellor of business services, and the district risk management committee in determining the preferred solution. Issues are tracked in monthly meetings until resolved. (3B.4)

When considering the cost of ownership, the college considers the depreciation of equipment, labor needed to provide ongoing maintenance and necessary cleaning of buildings, and staff needs. These issues are addressed and analyzed at facilities committee meetings, and projects are prioritized and reconsidered in the overall review of capital projects.

Self Evaluation
The Facilities Development Council, in conjunction with the district architect, establishes a Five Year Facilities Plan to develop projected facility requirements. The Five Year Facilities Plan incorporates utilization and other relevant data.

Planning Agenda
None

III.B.2.b   Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The college assesses the effective use of physical resources every year through the space inventory which is compiled by the district architect. Outcomes of space inventory evaluation, the district strategic plan, the college educational master plan, and other data serve as framework for the development of the Five Year Facilities Plan. (3B.5, 3B.6, 3B.16, 3B.17)

Evaluation of college physical resources is also conducted through dialogue among and between faculty, staff, and administrators. The dialogue focuses on the existing and planned uses of instructional space, office space, and support service space at the college and centers and takes place within the college councils and committees. The Instructional Services Council brings forward requests and recommendations for instructional space to the FDC. In a similar fashion, the Student Services Council brings forward requests for student support services facilities. (3B.5)

Long range capital plans are developed to support improvement of college goal attainment, the district strategic plan, and the college educational master plan. (3B.16, 3B.17) Projections of the

total cost of ownership of new facilities and equipment are included in the Five Year Facilities Plan to ensure that adequate resources are identified to support the operation and maintenance of newly renovated or constructed facilities. (3B.6) WHCC considers the depreciation of equipment, lifetime of materials, and labor needed to provide ongoing maintenance and necessary cleaning of buildings. These issues are discussed and analyzed at FDC. The Facilities Development Council makes a recommendation of priority projects to the College Planning Council (CPC) including ongoing staffing needs. This process allows for the long range planning to be staged in a manner that minimizes immediate demands on capital resources.

The College Planning Council takes the recommendations provided by the FDC and compares them with the overall needs of the entire college. The CPC carefully considers the recommendations for improvements to physical resources in the budget development process including the ways in which the physical resources support the mission of the college and attainment of college goals. (3B.26)

Facilities plans are communicated through the college governance councils, each of which has representatives from program and service areas.

Self Evaluation
Physical resource planning is integrated into the planning cycle of the college and inclusive of all constituencies. Students, faculty, staff, and administrators have opportunity to engage in dialogue supporting planning of facilities and long range planning. (3B.35)

The college relies on evaluation for improvement of facilities to meet the needs of students. Data are reviewed by the FDC and action decisions are based on recommendations from the district architect, director of maintenance and operations, and council dialogue. Equipment purchases are prioritized based on most crucial needs to least. For example, the Facilities Development Council is currently discussing the need for a new sewer line, boiler, and cooling tower. (3B.36) Prioritization of the projects will include evaluation of each project in terms of critical nature of the project, total cost, options for staggered implementation, and potential for negative impact if left unresolved.

Planning Agenda
None

Standard III B: References

3B.1   WHCCD Risk Management Committee Handbook

3B.2   WHCC Facilities Development Council Handbook

3B.3   Incident Reports, Samples

3B.4   WHCC Facilities Development Council Minutes, Samples

3B.5   WHCCD Five Year Facilities Plan

3B.6   WHCC Space Utilization Report

3B.7   WHCC Instructional Program Review Template

3B.8   WHCC Non-Instructional Program Review Template

3B.9   Measure Q Materials, North District Center Building

3B.10 WHCC Facilities Development Council, North District Center Sub-committee Activity Log

3B.11 Measure C Materials, Coalinga Campus Facilities Projects

3B.12 WHCCD Board Policy 6740

3B.13 WHCCD Administrative Procedure 6740

3B.14 Citizen's Oversight Committee, Measure Q Minutes, Samples

3B.15 Citizen's Oversight Committee, Measure C Minutes, Samples

3B.16 WHCC Educational Master Plan

3B.17 WHCCD Strategic Plan 2006-2010

3B.18 Joint Powers Authority Bi-Annual Inspection Reports, Samples

3B.19 Technology Advisory Team Portal site

3B.20 District Technology Council Portal site

3B.21 WHCC Facilities Development Council Website

3B.22 WHCCD Information Technology Systems Work Request Portal site

3B.23 WHCCD Information Technology Systems Purchasing Log

3B.24 WHCCD Director of Maintenance and Operations job description

3B.25 WHCC Organizational Chart

3B.26 WHCC College Planning Council Handbook

3B.27 WHCC Room Allocation Charts, Samples

3B.28 Americans with Disabilities Act Building Requirements

3B.29 California Occupational Safety and Health Act Building Requirements

3B.30 School Dude Work Request Portal site

3B.31 WHCC Facilities Master Plan for Scheduled Maintenance

3B.32 WHCC Facilities Deferred Maintenance Schedule

3B.33 WHCCD Vice Chancellor of Business Services job description

3B.34 Addington Partnership Website

3B.35 President's Open Forum Presentations, Samples

3B.36 WHCC Facilities Development Council Activity Report, September 22, 2010

Standard III C: Resources

C. Technology Resources

The Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1   The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a   Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The West Hills Community College District is committed to providing access to technology and to ensuring that the technology resources it provides support every aspect of the teaching and learning process. The college receives technology support and services from district based departments including information technology services (ITS), academic and information systems, distance education, and web services. (3C.1 – 3) The strategic plan for information technology, completed in April 2008, determines the most appropriate way to leverage information technology to serve the mission of the district and its colleges. The plan is the roadmap to guide the district in enhancing its ability to achieve certain critical outcomes, including the following; improved teaching and learning, strong support for marketing and admissions programs, increased enrollment retention, increased productivity of students, faculty, and staff through the use of information technology, maximizing the district's return on the investments that are made in information technology, continued recruiting of talented faculty, staff, and administrators, streamlined student services including admissions, registration, and financial aid. (3C.4)

The district's information technology services including the following; infrastructure and maintenance of voice, video, and data networks, central computing servers and other data center systems, approval and purchase of all computers and peripheral hardware, mission-critical business applications, including Datatel Colleague, Blackboard, e-mail, SIRSI , and information management, data management, data warehousing, administration of web

servers, web services, emergency notification system, helpdesk services, learning resources assistance, and end user technical services. (3C.5 – 7)

The district information technology services (ITS) department provides the planning, development, and support of the information technology infrastructure district wide. The architectural framework is designed to support and enhance the mission and strategies of the district by enabling interactive multimedia through the deployment of computing, communications, and new media technologies. ITS supports the Datatel enterprise resource planning system, the Blackboard online instructional platform, the Cisco video, voice, and data system, employee and student email systems, office automation suite, information and decision support, and end-user computing. (3C.8)

The district ITS staff consists of six full-time employees; one director, one computer operations manager, and four PC/LAN specialists. (3C.9 – 12) Each of these employees supports the district within a specific area of responsibility and expertise. When faculty or staff experience a technical problem, the individual submits a case through the online ITS tech support system. (3C.1) The appropriate technician contacts the individual as soon as possible.

The academic and information systems (AIS) department provides programming and system analysis for the district. Under the vice chancellor of institutional effectiveness and enrollment management, custom Datatel programming and report creation are provided in response to requests brought to the District Technology Council for consideration. (3C.13, 3C.14)

The academic technology and training (ATT) department provides instructional technology support services primarily to faculty and students in the form of distance learning and classroom technologies using established computer, software, and classroom technology standards. Department functions and responsibilities include videoconference classrooms, distance learning, and faculty training. At any of the district's instructional sites, distance learning programs are supported through a robust infrastructure that includes DS3 lines, faculty who are provided laptops for instruction, multiple computer labs, and wireless connectivity. Videoconference classrooms are both send and receive sites with AMX touch pad technologies, document cameras, focus student cameras, and open microphones in accordance with established district standards based upon faculty input. (3C.15)

Currently WHCCD has 6 distinct and separate sites; 3 are connected by data 45 meg DS3s, 1 by 25 meg wireless and 2 are connected by T1s. Sites are interconnected by Cisco 3845 routers with Cisco EIGRP allowing for failover connectivity. The Local Area Networks (LAN) are mixed 1gig/100 megabyte switched networks, with 10 gigabit fiber connections between Intermediate

Distribution Frames (IDF). All sites and all ports have power over Ethernet (POE). The main Gigaman connection to the internet is protected by a Cisco Enterprise ASA 5520 firewall and VPN concentrator, with a secondary DS3 for failover. The Lemoore site has its own DS3 protected by a Cisco Enterprise Pix 525. (3C.16)

In spring 2006, WHCCD installed a storage array network (SAN) system. The system allows for adaptability, virtual servers, redundancy, and complete backups. Districtwide there are 9.2 terabytes of data storage. The SQL data warehouse is functioning at the phase III level providing data critical to measuring institutional outcomes. Under the auspices of the offices of both the ITS director and the vice chancellor of institutional effectiveness, systems have been put into operation to create a reporting system that provides the district and colleges with key information that goes well beyond program review reports, such as enrollment management reports, and student success reports. (3C.17) The district has also implemented a document imaging system that allows all departments to store and index any chosen documents.

Classroom technology is standard across the district. Each instructional space is outfitted with a video data projector, DVD player, amplifier, speakers, and IP telephone. Videoconference classrooms also include the necessary components to support two-way audio and video communication controlled by a PLC, a document camera, fax machine, and microphones. (3C.15) WHCC has two basic skills computer labs in Coalinga, one with 25 student workstations, the other with 22 student computers. The basic skills computer lab at NDC has 24 student workstations and is located next door to the instructional computer lab with an additional 24 student computers. There are two science labs in Coalinga and one at NDC. The science labs are designed in a manner that allows two students to share a single computer. Coalinga has three additional classrooms outfitted with computers. One has a capacity of 16, one with 24, and the third with 30 workstations. Each computer lab includes a networked printer to support instruction. (3C.18)

Self Evaluation
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. Through the District Technology Council, the Technology Advisory Team, and college councils the district and college maintain a focus on technology to enhance the operation and effectiveness of the institution. (3C.19 – 24) The DTC is currently leading the project to update distance education technologies to support live web streaming and lecture capture to expand modalities for reaching remote students within the district. The council is also exploring additional options for paperless document storage to reduce the reliance on physical storage space. West Hills College Coalinga meets the standard.

Planning Agenda
None

III.C.1.b   The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
The academic technology and training department provides training to faculty and staff through scheduled workshops, one-on-one sessions, and by dissemination information through the web and institutional email services. ATT is asked to regularly provide technology training during academic Flex and Duty Day activities. (3C.25, 3C.26) Regularly scheduled workshops are provided to faculty and staff throughout fall and spring semesters. (3C.27, 3C.28)

The distance learning operations manager is responsible for videoconference equipment installations, programming, and maintenance districtwide. The manager provides both individual and group training to faculty teaching via two-way video, two-way audio videoconference on an ongoing basis. Training takes place in one of the twelve videoconference classrooms currently used by faculty and students throughout the district in the teaching and learning process. (3C.29)

Faculty and staff training for online instruction primarily occurs in the faculty development lab, located within the Rodney B. Fitch Library, by the educational technology specialist. (3C.30) The faculty development lab is equipped with state-of-the-art technology, including a video data projector and screen, media conversion hardware and software to provide accessible streaming video to online students, desktop computers with cameras and mics, and laptop stations with wireless Internet access for faculty and staff to use during training and for development of course content. (3C.31) Training is also available remotely via the web, online chat, or telephone conference for those who are unable to come to one of the physical campus locations. (3C.27) The educational technology specialist collaborates with a peer at WHCL in researching, implementing, and training faculty how to use new technologies to enhance instruction and support student learning.

The academic technology and training staff train faculty on a variety of instructional technology topics, such as pedagogical best practices, designing online courses, designing hybrid and web-enhanced courses, and integrating technology into the curriculum. Much of the training centers around Blackboard, the college's learning management system, but training also

includes tools and skill sets for developing multimedia instructional content that can be delivered online or in face-to-face classroom settings. Each training session incorporates techniques for making online materials accessible to students with disabilities. (3C.27, 3C.28)

The associate vice chancellor of educational planning works with faculty to help them master online teaching best practices, create a community of integrity by implementing precepts of academic honesty, and familiarize them with the institution's computer and network policies via webinars using the web, online chat, and telephone features of CCC Confer. (3C.32, 3C.33) Each semester online adjunct faculty, as well as many full-time faculty, receive training in best practices for teaching online.

Support and basic training are also available to faculty and staff via a service called the helpdesk. This service is available to students, faculty, and staff by telephone, drop in, or email request. Help with learning management system tools, Microsoft Office applications, email, and general computer techniques is provided by the helpdesk staff. (3C.34) Training for these technologies, which ultimately benefit distance education and on-campus students alike, is included in the Distance Education Strategic Plan. (3C.35)

Periodically the academic technology and training department disseminates surveys to determine training needs. Faculty and staff who undergo training are surveyed to attain their level of satisfaction and to determine what training can be added and improved. Survey results are used to improve training and services.

Students are directed to the online readiness quiz located on the WHCCD web site to determine if their skills, access, and study habits are appropriate to succeed in online courses. Based on the answers provided, students are informed that they are ready for online coursework or that they need improvement in one or more of the online readiness technology skills assessed in the questionnaire. Students are directed to begin by taking basic computer skills classes offered by the college or face-to-face classes that use the learning management system if it is determined they need to enhance their skills before engaging in online coursework. (3C.36) This approach provides students with assistance from instructors as they learn to work in the online environment. For student training outside of class, support and basic training is available through the helpdesk to students as it is to faculty and staff. Students can email or telephone the helpdesk to request help with the learning management system tools, Microsoft Office applications, email, web access problems, and general computer techniques. (3C.34)

Distance education students can access training on the use of the tools in Blackboard through the online student orientation and from the helpdesk. (3C.37) An online student evaluation

survey is administered to students to assess how accessible the instructor was for individual communication and assistance and to collect recommendations for course improvement. Online student survey results are used to improve training and services. (3C.38)

The academic technology and training department is proactive in its efforts to use technology to improve the educational experience for students, faculty, and staff. (3C.28) For the student, technology training enables wider access to resources, learning, interaction with faculty and other students, and in making the college accessible to anyone with a computer and Internet access. For faculty, technology training allows instructors to be more effective, creative, productive, and responsive in dealing with students and staff, both inside and outside the classroom. For administration and staff, technology training provides better access to information and resources needed to make productive, timely, and informed decisions, and use of college assets and funds, in an effort to provide the best student experience.

Direction from the 2008 strategic plan for information technology and results of environmental scanning suggested that WHCCD invest its technology resources in a single sign on portal technology solution for intranet communication. (3C.39) To maintain consistency with current software systems, WHCCD implemented a portal during the summer of 2008. (3C.40) The design of the portal incorporates input from all constituencies of the district. The portal, known as MyWestHills, was launched fall 2008 with minimal functionality to ensure ease of use during the transition. Over the course of the fall 2008 term, additional portal features and sites were rolled out to enhance the functionality and value of the single sign on portal. In fall 2008 and spring 2009, ATT provided training to faculty and staff on portal basics, portal announcements, campus events, and then portal team sites. (3C.41)

All new employees are required to receive training prior to receiving access to Datatel. Basic Datatel technology skills are taught in peer-to-peer training sessions; however, detailed high level training is available upon request from the district directors of the student and financial Datatel modules. Staff are encouraged to attend any technology training offered through the district certificated staff development committee. In addition, any employee can request assistance from the helpdesk coordinator for email or telephone training. All college staff participate in training once a year during the annual staff development day in the spring. (3C.42)

Students receive training through a variety of entry level business and computer information services courses. (3C.43 – 45) Students in basic skills, Disabled Students Program and Services (DSPS), and tutoring can receive additional technical help when necessary upon request.

Students are provided assistance with registration, financial aid, and other account activities online.

The commitment of student services staff to ensuring student success is evidenced by the hands-on technology training available to students. Students are provided just-in-time instruction on the use of e-mail, admission, registration, schedule management, reviewing grades, viewing the online catalog, viewing course requirements, and program sheets as part of orientation. (3C.37) These services are also provided on a walk-in basis in the student services building. Students who have issues with their student e-mail accounts or who have questions about online classes are provided with a helpdesk number and e-mail address. The district helpdesk coordinator is responsible for assisting students in logging in to classes or accessing e-mail accounts. (3C.34)

A district high technology access specialist serves both West Hills College Coalinga and West Hills College Lemoore (WHCL) to meet the needs of disabled students. The specialist provides instructors with individual training in disabled student accessibility in the classroom. Instruction includes internet accessibility and adding captions to audio visual materials. (3C.46) The DSPS department and full-time faculty have given presentations on flex days on the accessibility standards for compliance with section 508 of the American Disabilities Act (ADA) as well as assistive technologies. (3C.25)

Self Evaluation
There is effective collaboration between the vice president of educational services, the associate vice chancellor of educational planning, and faculty in the areas of training and support for student learning. Training is provided in response to faculty request and identified need across a broad array of technologies to meet the needs of novice and advanced users. There is a concerted effort to have faculty who teach face to face also teach online in alignment with recent research that indicates that the best instructors are those that teach in both dimensions.

The training provided to faculty, students, and staff if is of the highest quality with integrated best practices for engagement. The focused efforts of the administrative team to evaluate and improve training have resulted in effective and engaging training opportunities across a broad spectrum of technologies as evidenced by the training surveys. (3C.47)

Planning Agenda
None

III.C.1.c   The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
The West Hills Community College District (WHCCD) relies primarily on the strategic plan for information technology as the guide for planning technology infrastructure. The District Strategic plan for information technology Plan supports both the District Strategic Plan and the college's Educational Master Plan. (3C.39, 3C.48, 3C.49) The District Technology Council is the highest level governance committee focused on technology planning and acquisition. The DTC is comprised of college and district administrators. The role of DTC is to make recommendations to the Chancellor's Executive Cabinet for major infrastructure and technology purchases and adoptions. (3C.19) The Technology Advisory Team is comprised of college and district staff end users of technology including faculty and students. TAT brings recommendations to DTC for purchase and programming consideration. West Hills College Coalinga brings technology needs to TAT through the Instructional Services Council, the Student Services Council, and the College Planning Council. (3C.50 – 51)

Technology purchases and support are provided by the district information technology services department. ITS maintains and supports the campus infrastructure, hardware, and systems that support administrative operations and instruction. (3C.8) ITS maintains Datatel, Blackboard, Cisco voice, data, and video, employee and student email, data warehouse, SIRSI, instructional software, and the district websites.

The college and the district plan effectively for technology infrastructure and equipment. General obligation bond measure funds (Measures Q and C) included the following language so that these funds can be utilized for technology: "upgrade electrical systems to improve access to computers and technology." (3C.54, 3C.55)

ITS provides technical support for college and district end-users. Faculty or staff experiencing problems with hardware or systems submit a request through the tech support system for assistance. (3C.1) An email is sent confirming the technical assistance request; a second email is generated when the case is assigned to a technician. Once the problem is resolved, another email is sent to the request originator confirming completion.

ITS maintains inventory logs of all computers and peripherals. Aging reports are supplied to managers for computer replacement planning and budgeting. All technology purchases are

originated by ITS to ensure that district standards are maintained and to obtain the best pricing available. (3C.18)

Self Evaluation
Through consistent successful pursuit of grant funding, the West Hills Community College District maintains technology infrastructure and equipment to meet existing and future needs.

The economic climate in California and the elimination of the state funding for electronic library resources increased the pressure on the grant department to find additional ways to sustain the existing level of infrastructure and equipment and to carry out the planned acquisition of new technology and additional equipment as outlined in the strategic planning documents. The grant department works closely with the District Technology Council, ITS, and the office of academic and information systems to ensure that grant proposals incorporate sufficient technology resources to support the district strategic technology plan and college educational master plan. (3C.4, 3C.49, 3C.56)

The Facilities Development Council works closely with the district architects in planning infrastructure upgrades. Connectivity, infrastructure, distribution, and access to technology are elements incorporated into each capital project for the college. (3C.57) The recent wellness center project included the infrastructure for campuswide video surveillance, fire alarm system upgrade, and cable distribution for the college. Incorporating technology into renovation and construction projects reduces cost as trenching is used to facilitate the upgrade of multiple support systems with a single disruption of campus grounds. (3C.58)

Planning Agenda
None

III.C.1.d   The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
West Hills College Coalinga relies on the college educational master plan (EMP) to guide the planning, development, and enhancement of programs and services. The EMP informs the district strategic plan for information technology which frames planning and decision-making in the area of technology resources. (3C.49)

The West Hills Community College District utilizes an array of technologies to serve the diverse rural communities within the service area. Videoconference delivery of courses affords students the opportunity to engage in a broader selection of courses than could be supported with traditional classroom modalities. Online course delivery brings the opportunity of any time any where access to course content eliminating the barriers of distance and limited mobility. Online student services allow a student to benefit from support and educational services regardless of location. (3C.59)

WHCCD strives to implement technology solutions as a means of reducing barriers to student access. The implementation of MyWestHills brought single sign on to students, faculty, and staff accessing online resources of the district.

The Technology Advisory Team makes recommendations to the District Technology Council. The DTC considers recommendations and requirements of requested technology projects and acquisitions then assigns a priority to the request. Highest level priority is granted those projects that are mandated at the federal or state level, projects directly related to the strategic plan for information technology plan or the distance education strategic plan, and those projects required to implement the above. DTC makes recommendations to the Chancellor's Executive Cabinet for funding prioritization of planned projects.

Self Evaluation
Through the systematic planning of acquisition, maintenance, upgrades, and replacement of technology infrastructure and equipment to meet institutional needs, the college and district meet the standard.

The planning for technology infrastructure and equipment engages all constituencies across the district. Classified staff, faculty, and college administrators serve on the Technology Advisory Team where planning of district and college technology needs is discussed. (3C.20) College administrators serve on the District Technology Council where technology recommendations are made to the Chancellor's Executive Cabinet. (3C.19) The chancellor and college president are committed to implementation of technology to enhance access for students and increase student success. This is demonstrated by videoconferencing classrooms, online course and program offerings, and online student services available via MyWestHills. (3C.60) The district and college commitment to planning for technology infrastructure and equipment are also evidenced by the development process and outcomes of the strategic plan for information technology and distance education strategic plan. (3C.4, 3C.35)

Planning Agenda
None

III.C.2   Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
Technology planning is integrated with institution planning at the district and college levels, including the assessment of effective use of technology to fulfill the college mission. (3C.61) Program review is the primary tool for assessing the effective use of technology resources in all programs and departments. The WHCCD Strategic Plan for Information Technology is linked directly to the WHCCD Strategic Plan. (3C.4, 3C.48) The college Educational Master Plan and Five-Year Facilities Development Plan are tied to each of these district level strategic plains forming a comprehensive and integrated planning framework. (3C.49)

The District Technology Council is the district level committee whose purpose is to evaluate and prioritize technology projects. The committee contributes to technology planning and communicates regularly and clearly the activities and recommendations of the group to the various departments of the district. The DTC makes technology recommendations for purchase, upgrade, and adoption to the Chancellor's Executive Cabinet for discussion, consideration, and budget prioritization. (3C.62) DTC includes key district leaders in the area of information technology services, academic and information systems, educational planning, business services, and institutional effectiveness. The council also includes the college chief instructional and student services officers. (3C.63)

The DTC maintains a project list to verify technology project completion, update project timelines, reprioritize technology projects based upon emerging needs, or add new projects. (3C.64) New technology projects originate with requests from the colleges or district level service units. WHCC requests come through the Instructional Services Council for academic technology and the Student Services Council for administrative technology projects. (3C.51, 3C.52) Project requests must be tied to strategic planning outcomes, increased efficiency, required upgrades such as the migration to Datatel Release 18, or mandates to comply with changed state or federal requirements.

Self Evaluation

The integrated planning and evaluation processes ensure that technology is used effectively in carrying out the mission of the institution.

The District Technology Council was reorganized in 2009 based upon an internal assessment that revealed the mission and purpose were no longer germane to the function of the committee. DTC, formerly West Hills Customer Information Support Team (WHCIST), developed a new mission statement and adopted a new name to clearly reflect the purpose of the districtwide council. Originally formed to obtain the optimal use of the Datatel Colleague software, the council now has a focus on technology planning and prioritization of technology projects. (3C.65)

The integrated planning processes of WHCCD have brought about improvement. The development process of the WHCCD Strategic Plan for Information Technology led to the recognition of need for a distance learning strategic plan. Over the course of two days in November of 2008, more than thirty faculty, students, staff, and administrators gathered to draft a vision, mission, and strategic initiatives for the distance learning endeavor at WHCCD. (3C.66) The workshop produced the framework for the next step of assessing student services on the web. Beginning February 2009, the district engaged outside consultants to conduct an online student services audit which began with the Learning Resources Program Review. (3C.67) The result of these planning endeavors is the WHCCD Distance Education Strategic Plan. (3C.35)

Planning Agenda

None

Standard III C: References

3C.1   WHCCD Information Technology Services Work Request Portal site

3C.2   WHCCD Web Services Work Request Portal Site

3C.3   WHCCD Distance Education Faculty Request Portal Site

3C.4   WHCCD Strategic plan for information technology Plan, 2008

3C.5   Datatel Management Information System Materials

3C.6   Blackboard Contract

3C.7   Microsoft License

3C.8   WHCCD Information Technology Service Case Log, Samples

3C.9   WHCCD Director of Information Technology Services job description

3C.10   WHCCD Computer Operations Manager job description

3C.11   WHCCD PC/LAN Specialist job description

3C.12   Vice Chancellor of Educational Services and Workforce Development Organizational Chart

3C.13   WHCCD Vice Chancellor of Institutional Effectiveness and Enrollment Management job description

3C.14   Vice Chancellor of Institutional Effectiveness and Enrollment Management Organizational Chart

3C.15   WHCCD Classroom Equipment Standards

3C.16   CISCO Systems Information

3C.17   SAN System Data Reports, Samples

3C.18   WHCC Computer Inventory

3C.19   District Technology Council Portal site

3C.20   District Technology Advisory Team Portal site

3C.21   WHCC College Planning Council Website

3C.22   WHCC Instructional Services Council Website

3C.23   WHCC Student Services Council Website

3C.24   WHCC Facilities Development Council Website

3C.25   Flex Day Agendas, Samples

3C.26   Duty Day Agendas, Samples

3C.27   WHCCD Technology and Training Portal site

3C.28   WHCCD Technology and Training Workshop Schedules, Samples

3C.29   WHCCD Distance Learning Operations Manager job description

3C.30   WHCCD Educational Technology Specialist job description

3C.31   WHCC Library Floor Plan

3C.32   WHCCD Associate Vice Chancellor of Educational Planning job description

3C.33   Online Instruction Training emails, Samples

3C.34 Helpdesk Activity Logs, Samples

3C.35 WHCCD Distance Education Strategic Plan, 2009 – 2012

3C.36 WHCCD Online Readiness Quiz

3C.37 WHCCD Online Student Orientation

3C.38 WHCCD Online Student Evaluation Survey Results, Samples

3C.39 WHCCD Strategic Plan for Information Technology, 2008

3C.40 WHCCD Portal site

3C.41 WHCCD Portal Training Materials

3C.42 WHCCD Annual Staff Development Day Agenda, spring 2009

3C.43 BUS 13A Course Outline of Record, Word for Windows

3C.44 CIS 34 Course Outline of Record, Introduction to Spreadsheets

3C.45 CIS 7 Course Outline of Record, Computer Concepts

3C.46 WHCCD High Technology Access Specialist job description

3C.47 Technology and Training Survey Results, Samples

3C.48 WHCCD Strategic Plan 2006-2010

3C.49 WHCC Educational Master Plan

3C.50 WHCC Planning and Governance Process

3C.51 WHCC Instructional Services Council Handbook

3C.52 WHCC Student Services Council Handbook

3C.53 WHCC College Planning Council Handbook

3C.54 Measure Q Materials

3C.55 Measure C Materials

3C.56 WHCCD Grant Activity Logs, Samples

3C.57 WHCC Facilities Development Council Handbook

3C.58 WHCC Wellness Center Activity Reports, Samples

3C.59 WHCCD Geographic Service Area Map

3C.60 WHCC Schedule of Online Courses, Samples

3C.61 WHCC Mission Statement

3C.62 District Technology Council requests to Chancellor's Executive Cabinet, Samples

3C.63 District Technology Council Membership

3C.64 District Technology Council Project List

3C.65 District Technology Council Mission Statement

3C.66 Distance Learning Strategic Leadership Retreat Materials, November 2008

3C.67 Learning Resources Program Review

Standard III D: Resources

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1   The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a   Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The overall unrestricted general fund 11 budget allocations for the last five years are listed in the Table 1.

Table 1 Unrestricted Fund 11 Allocation by the State

Fiscal Year	WHCC District Budget Allocation	WHC Coalinga Budget Allocation	WHCC % of WHCCD Fund 11 Budget Allocation
2009-2010	31,405,309	13,315,852	42.4%
2008-2009	34,684,523	14,428,760	41.6%
2007-2008	36,298,478	15,096,423	41.5%
2006-2007	38,352,708	14,957,554	38.99%
2005-2006	29,764,632	11,608,206	38.99%

Additional sources of revenue include categorical funding, grants, and funds for specific programs. (3D.1 – 5) WHCCD formed three special facilities improvement districts (SFID) to go to the electorate to issue bonds to fund facilities projects throughout the district. The general obligation bond measures for Coalinga and NDC (Measures Q and C) provide a funding mechanism for the required college match of monies to be eligible for state funding of capital projects. These funds also allow the college to pursue facilities improvement projects that are not eligible for state funding. (3D.6, 3D.7)

Fiscal planning for the college has been consistent. The budget development principles of the West Hills Community College District have not changed significantly over time providing for a balanced budget, adequate ending balance, and conservative forecasts. The resulting stable financial position strengthened voter support of three bond initiatives across the district to support capital building projects.

The College Planning Council (CPC) collaboratively manages the college planning process including budget development. The council is also responsible for the institutional mission and goals which guide the strategic planning for the college. As part of the annual budget development process, the CPC reviews the college vision, mission, and goals to ensure that emerging funding priorities are properly identified and directly related to the primary purpose of the institution. (3D.8) The CPC developed and implemented an enhanced budget planning process effective in 2009/10. The new process relies primarily on program review for budget enhancement allocations; however, it also has a mechanism for all college departments to submit funding requests for consideration. The request process requires the originator to identify the college goal supported by the request for funding and the evidence of need. The evidence may come from program review, key performance indicators, accreditation recommendations, or external reviews resulting in recommendations. This process ensures that budget development is directly linked to the college educational master plan in support of student learning. The revised budget development process is aligned with the timeframe required by the district budget development process. (3D.9 – 11)

Self evaluation
Funding is sufficient to support educational programs and institutional planning initiatives; however, for the last several years opportunity for educational expansion and updates have been limited due to restricted funding available from the state. Allocation of resources is linked by process and practice to the college educational master plan, college goals, and key performance indicators. (3D.12, 3D.13)

WHCCD has been very successful in attaining grant funding to support development and implementation of new programs. In the last 10 years over $100 million in grant funding has been secured to provide continued improvement and expansion to support student learning throughout the district. In the 2010/11 academic year, West Hills College Coalinga received 49% of the grant dollars acquired by the district totaling $4,776,433. Through collaboration with faculty and administration, the grant department staff are able to develop grant applications that are highly successful in acquiring funding for the college. (3D.14)

Planning Agenda
None

III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
West Hills College Coalinga and the WHCCD Board of Trustees are committed to maintaining a minimum reserve of five percent of the allocated budget to mitigate the impact of unforeseen financial requirements. (3D.15) The function of this reserve is to provide a safeguard for the financial stability of the college and is maintained by careful planning and oversight by the CPC and the district financial planners.

Each college council is responsible for reviewing and prioritizing respective resources according to the WHCC budget development procedure adopted by College Planning Council on February 25, 2010. (3D.8, 3D.16 – 19) A final, prioritized list of requests from each council is submitted to the CPC for consideration. The CPC reviews and prioritizes all resource allocation requests and makes final recommendations to the college president. WHCC may be informed of the availability of supplemental funds after the budget development process has been finalized. In this instance, the President's Executive Cabinet will consider the College Planning Council's recommendations to determine the allocation of additional resources.

In the event that there are budget reductions due to unanticipated emergencies(such as major facility or mechanical system repairs), state mandated mid-year funding reductions, program changes, or changes in revenue projections, the College Planning Council convenes to consider budget reduction recommendations. Representatives to the CPC solicit input from their constituencies regarding budget reduction recommendations. The CPC then makes recommendations to the college president. (3D.20)

The WHCC budget preparation procedure integrates the college mission and goals, program review, institutional effectiveness, and educational master plan with resource allocation. (3D.12, 3D.13, 3D.21 – 23) This procedure is designed to provide input and prioritization of proposals from faculty, classified staff, students, and administrators. The ultimate outcome of the procedure is a budget that is fiscally prudent and that supports the mission and goals of the college. Additionally, the procedure is aligned with district policies, procedures, and timelines. (3D.15, 3D.24, 3D.25) The college's planning and budgeting procedures link to, as well as preserve the focus on student learning as a priority.

Self Evaluation

The institutional planning process is established with participation of all constituencies through the CPC. The college governance councils support budget oversight and management to maintain the five percent reserve in all planning practices while providing student access and enabling success. (3D.19)

The budgeting and planning procedures sustain and enhance the excellence of instructional programs as the top priority, assure student access to instructional programs and services, and implement a transparent process for making budget decisions that enhance student learning. (3D.26) These decisions integrate full input from campus constituencies. The budget preparation process is based upon analysis and evaluation of data, and resists reactive, short-term, and crisis-driven decisions. The CPC values input by those at the operational level of WHCC. College instructional programs and service units make budget recommendations to the appropriate college council primarily through the program review process. Budget managers and any college unit that undergoes program review are eligible to submit budget recommendations. This procedure ensures communication of budgetary information and decisions in a clear, concise, and timely manner to all segments of the campus community. (3D.9)

Planning Agenda
None

III.D.1.c   When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary
The budget development and long term financial planning process is transparent and readily communicated on the district website, and direct communication, both oral and written, to community constituents. (3D.27, 3D.28) Long term evidence of financial planning is provided in the annual audited financial statements of the district. (3D.29, 3D.30) Funding recommendations are established for WHCC through the CPC. The recommendations prioritized and reviewed by the president and executive cabinet ensure that the institution is

able to accomplish them in a timely fashion. Student learning is given the first priority when considering those recommendations.

The board of trustees and college leaders receive monthly financial statement presentations on the current financial status of the college and district. (3D.31) Additionally, the budget processes from the planning, through the tentative, to the adopted budget stages are made available to the trustees, and the district and college leadership. This process takes into consideration the resource allocation required by each cost center. This information is available to budget managers through the Datatel system.

The long term liabilities and obligations are identified and planned for at the district level. Representatives from WHCC participate in this long-range planning process. The district tracks GASB 45 post employment retirement benefits liability and establishes an annual budget to fund this liability. Building maintenance, insurance, and debt expenses are identified and planning occurs with respect to funding these obligations. (3D.1 – 5)

WHCCD participates in certificates of participation (COP) for long term funding. District projects that qualify for the COP business venture are new and remodeled buildings paid by local bond measures and scheduled maintenance facility projects. COP enable WHCCD to pay one-time expenses, with all investment and subsequent profits returned to the district. The program borrows funds against anticipated future tax revenues and then invests the borrowed funds to earn interest. The risks involved include fluctuating interest and credit rates, and future board of trustees' decisions. The advantage is that COP allow the district the ability to accrue funds for future capital projects for the colleges and district. (3D.32)

The West Hills Community College District Board of Trustees approved the formation of special facilities improvement districts on February 22, 2008 and June 12, 2008. West Hills College Coalinga is the beneficiary of two of the districts as an SFID was created for the North District Center in Firebaugh and a separate SFID created for the immediate Coalinga area. West Hills College Lemoore has a third SFID within the district. The college started with a bond election in the Firebaugh area in June of 2008 followed by a Coalinga measure in November 2008. These measures will enable the college to fund capital improvements and new construction over the next decade. (3D.6, 3D.7, 3D.33, 3D.34)

Self Evaluation
WHCC, working with the district, has established procedures that meet payment liabilities as well as future obligations while maintaining the five percent board mandated cash reserve found in AP 6225. The college and district meet the standard. (3D.35)

The evidence of long term fiscal planning at the district level can be identified in the Five Year Facilities Plan. The plan serves to identify when WHCC may need to issue bonds for building structures to support the needs of the students. Additionally, the state provides a forecast of the economic trends that guides planning for future growth.

Measure C, the SFID general obligation bond measure for the Coalinga-Huron area, passed on November 4, 2008 with 64 percent of voters in Coalinga and Huron in favor of the capital bond and provides $11.6 million in local higher education funds. These funds will serve as the local match for up to $50 million in state higher education bond funds available for use in the following facilities projects; gymnasium and locker room remodel, wellness center construction, agriculture science facility to be built at the WHCC Farm of the Future, campus remodel for efficiency encompassing ten original college buildings, joint use community sports fields, solar energy system, health careers building construction, performing arts building modernization, and residence halls renovation. (3D.7, 3D.36)

Measure Q, the SFID general obligation bond for the North District Center area, provides the district match for construction of a new center. Outreach learning centers are being established to serve the surrounding communities of San Joaquin and Mendota. Additionally, the restroom renovation, parking lot expansion, and HVAC upgrades at the North District Center were made possible by the passage of Measure Q. (3D.6, 3D.36)

Planning Agenda
None

III.D.1.d   The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary
The college budget development process integrates program review, institutional effectiveness, and educational planning with resource allocation. The procedure is designed to solicit input from faculty, classified staff, students, and administrators. (3D.9, 3D.12, 3D.22, 3D.23) The ultimate outcome of the procedure is a budget that is fiscally prudent and supports the mission and goals of the college. The budget development procedure aligns with district policies, procedures, and timelines. The information and decisions from this process are disseminated to the constituents through the various councils in a transparent process.

The College Planning Council functions as the budget and planning committee. The CPC considers input by all constituents at WHCC. (3D.8, 3D.19) College instructional programs and service units make budget recommendations to the appropriate college council, primarily through the program review process, which includes instructional and non-instructional programs. Budget allocation requests come through the program review process. College units not undergoing program review may also bring forth resource allocation requests that are linked directly to key performance indicators or college goals. (3D.11) Each college council is responsible for reviewing and prioritizing resource allocation requests. A final, prioritized list of requests from each council is submitted to the CPC for consideration. The CPC makes final recommendations to the college president.

WHCC may be informed of the availability of supplemental funds after the budget development process has been finalized. The President's Executive Cabinet considers the College Planning Council's recommendations to determine the allocation of additional resources. In the event that there are budget reductions due to mid-year budget adjustments, program changes, or changes in revenue projections the College Planning Council will convene to consider budget reduction recommendations. (3D.20) Representatives to the CPC are expected to solicit input from their constituents regarding budget reduction recommendations. The CPC makes recommendations to the college president.

A strong example of constituency participation in the development of institutional plans and budgets occurred in the fall 2009 when all employees were given an opportunity through a survey to give input into budget considerations for 2010/11. This survey was conducted in light of severe and ongoing state funding reductions in an effort to solicit ideas and suggestions for possible strategies to mitigate state funding reductions. Employees responded to the following survey items. (3D.37, 3D.38)

1. Provide suggestions for specific program changes and/or budget areas/items that you think could be adjusted as we plan for future budgets. Please provide a rationale or justification for your suggestions.

2. Provide suggestions for how current college programs and/or practices could be improved. Suggested changes should focus on improving program effectiveness and/or reducing costs.

3. Provide suggestions for generating additional revenue for the college.

There was excellent participation in the survey. (3D.39) The college president read every employee response and provided a response and analysis for every employee response. After reviewing with the president's cabinet the results of the survey along with his analysis, he shared the results and his analysis with the College Planning Council. The CPC recommended that the response and analysis be shared with all employees. (3D.40) In a communication to the entire college community the president explained the survey results, suggested improvements for future surveys, and indicated that some suggestions from employees had already been implemented. This survey effort, its results, and its evaluation provide an example of an ongoing cycle of assessment, planning, implementation, and re-evaluation to improve effectiveness. (3D.41)

Self Evaluation

The campus community is familiar with the budget development process through information that is readily available on the website, distributed directly through the email system, and hard copy at meetings and campus town hall gatherings. The budget development process flow chart is available on the college website under governance and planning.

WHCC is a small college with campus constituencies well represented on the various councils and committees that function as conduits to distribute budget development information as well as financial information in the advent of cut backs. Communication flows both directions, carrying information and recommendations forward to the councils and receiving pertinent information on the status of proposals and budgets. (3D.19) Records of this information exchange can be found in the presentation and hand outs from the president's forums and in council and committee minutes as the process functions. (3D.20, 3D.26, 3D.41) This information is documented by each council in meeting minutes which record their actions. The CPC acknowledges receipt of the budget information in the meeting minutes and has records of the dissemination of pertinent information sent to the councils.

Planning Agenda

None

III.D.2   To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a   Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

West Hills College Coalinga is committed to maintaining appropriate budget documentation and independent audits reflecting appropriate allocation and use of financial resources to support student learning programs and services, as well as ensure the financial integrity of the institution.

WHCCD complies with the requirement to contract with an independent auditor by April 1 of each year to conduct an annual audit. (3D.29, 3D.30) The audit report is reviewed with the Board of Trustees. Granting agencies require additional accounting and auditing for categorical and grant funded programs. The auditors' recommendations are implemented by the district and college in a timely manner. This information is shared with the CPC thus ultimately disseminating the information with all college constituencies. Audit reports are made available to the public on the district website. (3D.42, 3D.43)

The district office is responsible for compliance with all budget and accounting practices as outlined in the California Community College Budget and Accounting Manual (BAM), the Government Accounting Standards Board (GASB), along with applicable provisions of the California Education Code.

Self Evaluation

WHCCD contracts with Vavrinek, Trine, Day & Co. LLP to conduct the annual audit. (3D.44) The 2010 audit report for WHCCD indicates the district, and thus the college, is meeting all required budgeting and accounting standards and practices with no significant exceptions. The district responds to all annual audit findings and recommendations in a timely fashion to the best of its ability within existing financial restraints. A district annual financial report is published in printed form and made available to administrators, trustees, and the public. The tentative budget, final budget, and all audited financial statements for the district are available in the business office as well as online. (3D.27) The information is sufficient and provided in a timely fashion.

Planning Agenda
None

III.D.2.b Appropriate financial information is provided throughout the institution.

Descriptive Summary
The WHCC president participates in the development and the dissemination of budget information, in concert with the WHCCD.   At the college level, WHCC use its newly implemented budget development process through the involvement of the CPC and all councils for college wide collaborative decision-making. (3D.8, 3D.9, 3D.16 – 19) The college councils, with representatives from all college constituencies, make recommendations to the CPC regarding budget development through the approved WHCC budget development procedure. The College Planning Council includes the vice chancellor of business services and human resources who serves as a non-voting member and resource for financial planning. In addition, budget information is shared at council meetings and is posted on the college website. (3D.45)

West Hills College Coalinga is committed to communicating appropriate financial information throughout the institution. Financial information is provided at monthly board meetings that are open to the public. (3D.31) The agenda for the board of trustees includes standing reports from organizations which represent students, faculty, and classified staff. The tentative budget, final budget and all audited financial statements for the district are available in the business office and on the district website. (3D.27) The information is sufficient and provided in a timely fashion. Budget information is shared throughout the institution through president's forums, flex and duty day presentations, the <u>President's Pen</u> newsletter, and campus email. (3D.26, 3D.28, 3D.46 – 48)

Self Evaluation
Appropriate financial information is provided throughout the district and the college through board of trustees meetings, chancellor's executive cabinet meetings, college level council meetings, district published budget documents, the college and district websites, president's forums, flex and duty day presentations, the <u>President's Pen</u> newsletter, and campus email.

Planning Agenda
None

III.D.2.c   The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

West Hills College Coalinga is committed to maintaining significant reserves to meet long-term obligations and budgets for emergencies. The California Community College Chancellor's Office (CCCCO) recommends a five-percent general fund reserve. If the reserve decreases below three percent, the district is placed on a watch list subject to review by the CCCCO. WHCCD currently possesses the recommended five percent reserve.

The ending balances for the general funds during the past five fiscal years are as follows:

Fiscal Year	WHCC District Budget Allocation	WHCCD Budget Reserve	Reserve as % of WHCCD Budget
2009-2010	$31.40 m	$ 4.10 m	13.05%
2008-2009	34.68 m	1.90 m	5.49%
2007-2008	36.29 m	3.90 m	10.74%
2006-2007	38.35 m	5.40 m	14.07%
2005-2006	29.76 m	5.85 m	19.67%

These ending balances are maintained reserves above the recommended five percent and allow the district to be in a position to absorb any unforeseen financial occurrence. (3D.1 – 5)

Revenues are allocated to the district from the California Community Colleges Chancellor's Office based on the apportionment approved by the Board of Governors. These funds are transferred into the county treasurer's office and are available for the district to meet their obligations including payroll and accounts payable. Until recently there had not been any issue with regards to cash flow; however, due to the state's fiscal emergency over the 08-09 and 09-10 fiscal years, the state has deferred WHCCD's apportionment in the amount of $ 4 million per year. The deferment created a drain on the cash reserves of the district. As a result, the district has issued Certificates of Participation (COP) to fund these cash flow shortages. The district has established a capital outlay fund that may be used to off-set cash flow emergencies. (3D.1 – 5, 3D.32)

The district issues annual Tax and Revenue Anticipation Notes (TRANS) through the California School Board Association to maintain a positive cash flow balance, holding the TRANS in the general fund to assist the cash balance of the district to pay obligations. The notes are secured

with tax pledges and other general fund money. The TRANS are necessary because tax revenues are not deposited until December. Most grant programs are reimbursement grants requiring WHCCD to pay the expenses before reimbursement is requested from the granting agencies thus contributing to the potential for a cash flow shortfall. (3D.43, 3D.49)

The district has adequate insurance coverage for all its needs. WHCCD is a member of the State Wide Association of Community Colleges/JPA (SWACC) and the Protected Insurance Program for Schools/JPA (PIPS), which are self insured pools for the workers' compensation liability as well as all lines of property and liability insurance including excess liability coverage exposures. There are a total of 47 districts who are members of the JPA and the current reserves are at $26 million. The funding for these programs is calculated at a 90% confidence rate. (3D.50, 3D.51)

SWACC membership requires safety and risk management accountability of all member districts. Keenan & Associates, SWACC program administrators, assist member districts in implementing the required safety and accountability standards, including annual risk management assessment and inspections for hazard identification, evaluation, and correction. The district Risk Management Committee is charged with identifying and reducing risks and hazards through heightened awareness among faculty, staff, and students. (3D.52)

Self Evaluation
WHCCD has a sufficient reserve to maintain stability, meet financial emergencies, and provide adequate cash flow through the use of TRANS. Should an emergency arise, the WHCCD Board of Trustees has the authority to authorize use of the reserve. In addition, the district has strategies for appropriate risk management through its membership in the SWACC and PIPS/JPA self insurance pools.

The continuing state budget crisis creates fiscal challenge for WHCC. Revenue reductions in accordance with the reduced workload apportionment formulas established by the California Community College Chancellor's Office affected the college during the fiscal years 2008/09, and 2009/10. The district office and each college were asked to help identify where the district could save an estimated $4 million to compensate for the apportionment reduction. Travel, supplies, and equipment budgets were immediately frozen and staffing requests unfilled. Approximately $1.8 million was realized through the spending freeze without a negative impact on the district's cash reserve. The TRANS notes were crucial to helping WHCCD meet its monthly obligations while waiting for reimbursement from state and federal grant programs during the cash flow squeeze. County and grant agencies were also impacted by the California budget crisis and were unusually slow with reimbursements further increasing the cash flow challenge. (3D.4, 3D.5, 3D.49)

To meet the reduced apportionment allocation for 2009/10 the West Hills Community College District and West Hills College Coalinga engaged in broad sweeping reorganization, furloughs, and class schedule reductions. Unfilled administrative positions were eliminated and the responsibilities distributed among the remaining college administrators. The faculty, classified staff, and administrators all agreed to furlough days to avoid layoff of any district employee. The classified union agreed to a five percent furlough, the faculty a five percent furlough, and administrators and managers a ten percent furlough. The resultant savings from the furloughs approached $1.5 million. (3D.53 – 3D.56)

The vice chancellor of business services delegates responsibilities to the district budget services supervisor for the district risk management committee. Committee membership was revised in February 2009 and now includes: the district budget services supervisor as chair, the directors of maintenance and operations at WHCC and West Hills College Lemoore (WHCL), an associate dean of educational services at WHCL, the WHCC director of athletics, health, and PE, the WHCCD chemical hygiene officer, the director of the Farm of the Future, a representative of human resources, the director of the early childhood development centers, one full-time chemistry instructor, one full-time biology instructor, the director of the North District Center, the director of nursing, and the director of health careers. (3D.52, 3D.57, 3D.58)

The WHCCD Risk Management Committee meets on a monthly basis. The charge of the committee is to review, revise and implement the injury and illness prevention plan (IIPP) along with all Cal/OSHA and other state regulated programs. Responsibilities include, but are not limited to, chemical inventory for each campus, training for district and college staff, and facility inspections. Facility inspections include status of first aid kits, fire extinguishers, campus signage, emergency call boxes, and emergency plans. The Risk Management Committee is also responsible for the organization and training of the incident command teams for all college sites. The IIPP and other mandated program plans are periodically updated and sent to the District Leadership Council (DLC) and the WHCCD Board of Trustees for review and approval. (3D.59 – 64)

Planning Agenda
None

III.D.2.d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary
The Business Services Business Office Procedures Manual delineates the process used to select areas requiring monitoring and identifies other agencies who routinely review activities in various programs. Staff are assigned to account for the various programs that have been placed in trust with the district. These special accounts are part of the audit process the district engages in each year. (3D.65)

The auditors hired by the district provide a summary at the beginning of the audit as well as an executive summary that states their findings and speaks to the overall fiscal integrity of the district. The business office has a program review completed for the previous five fiscal years from 2005 through 2009. There have been no negative findings over the past five years. (3D.66)

The district vice chancellor of business services is charged with maintaining and monitoring district and college finances, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization and foundations, institutional investments, and assets. The district vice chancellor and the president oversee the West Hills College Coalinga budget. (3D.57) The college president reviews all college level requests for equipment, services, and contracts then submits approved requests to the district vice chancellor of business services for execution. The vice president of educational services, associate deans, program directors, and budget managers are responsible for oversight of individual instructional and student services area budgets, including categorical and grant funded programs. (3D.67)

WHCC auxiliary services include a cafeteria and residence halls at the Coalinga campus, and child development centers at Coalinga, NDC, Avenal, and San Joaquin. The cafeteria and residence halls report to the director of athletics, health, and PE; the child development centers report to the district director of child development centers. (3D.68, 3D.69) Each auxiliary operation maintains individual financial records, purchases equipment and supplies, makes deposits, initiates purchase requisitions, and performs annual inventories. Auxiliary enterprises are expected to be self supporting and use the district Datatel system for accounting. The Datatel system allows for district oversight by the district accounting supervisor and district vice chancellor of business services. All auxiliary enterprises are audited as part of the district annual independent audit. (3D.28, 3D.29, 3D.70)

The WHCCD Foundation is a California nonprofit organization that has its own board of directors, including nominated community members, vice chancellor of business services, presidents of WHCC and WHCL. (3D.71) It was established to engage in fundraising activities to support the mission, programs, and services provided by the colleges of the WHCCD. The WHCCD Foundation bylaws restrict funds raised to district and college use and to benefit WHCCD foundation programs. The foundation complies with accounting principles for a governmental nonprofit entity as generally accepted in the United States. (3D.72, 3D.73)

The WHCCD Board of Trustees has approved the formation of the district financing corporation for the implementation and management of district investments to ensure the financial security of the colleges into the future. The corporation meets monthly to review and oversee district investments including certificates of participation (COP) in accordance with the district investment policies. (3D.74, 3D.75)

Self Evaluation
WHCCD practices effective oversight of finances and makes improvements in management of financial aid, grants, and externally funded programs when deemed necessary.

The WHCCD Foundation has approximately $2.1 million in assets to be used for districtwide projects on all campuses, including student scholarships. The foundation complies with accounting principles for a governmental nonprofit entity as generally accepted in the United States. The WHCCD Foundation Board of Directors oversees the reported amounts of assets, liabilities, revenues, expenditures, and contingencies during the reporting period. The foundation's revenue and expenditure records are evaluated annually by an independent audit firm and filed with the Internal Revenue Service. (3D.73, 3D.76)

Planning Agenda
None

III.D.2.e   All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
West Hills College Coalinga auxiliary operations include food services, residence halls, the Farm of the Future, and the Associated Student Body (ASB). ASB operations are overseen by the director of student affairs and international students program. The food services and residence

halls report to the director of athletics, health and PE and the Farm of the Future reports to the WHCC President. The auxiliary operations are expected to be self supporting and serve to meet the needs of students and the institution. Special funds from WHCC auxiliary operations undergo audits on a regular basis. All audits have demonstrated that funds are expended with integrity and in a manner supporting the mission and goals of the college. (3D.29, 3D.30)

West Hills Community College District established the WHCCD Foundation to engage in fund raising activities to support the mission, programs, and services of the campuses within the district. The WHCCD Foundation operates under the authority of the West Hills Community College District Board of Trustees. The foundation has formulated guiding principles that advocate for education, practicing responsible stewardship, maintaining respect for others, conducting business openly, demonstrating reliability and accountability, supporting diversity and inclusiveness, and exemplifying a commitment to students and community. The purpose of the WHCCD Foundation is to expand public understanding of the quality of educational services offered by the colleges, to encourage community participation in college activities, to develop and promote fundraising activities in concert with the colleges' missions and strategic goals, and to provide student scholarships, trusts, and endowments. In summary, the mission of the WHCCD Foundation is to provide excellence in educational opportunities for students and the community. (3D.77)

The WHCCD Foundation helps to develop sources to supplement limited or decreasing funding for the district. The foundation has an independent board of directors, has developed new articles of incorporation, and has added new members to the board.

Self Evaluation
 All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution. Each auxiliary operation is expected to be self supporting and to maintain individual financial records, record of purchase of equipment and supplies, to make financial deposits, to initiate purchase requisitions, and to perform annual inventories. Each auxiliary operation is included in the district annual independent audit. All audits have confirmed that funds are expended with integrity and in a manner supporting the mission and goals of the college. (3D.28, 3D.29)

The WHCCD Foundation raises money in a variety of ways including the annual golf tournament in support of the President's Scholars Program. The foundation accepts donations of items as well as cash gifts and endowments. The donations are acknowledged by letter and a receipt of donation statement for the value of the donation. The donations accepted by the foundation are utilized in projects and events or sent to appropriate college departments for use. (3D.71)

In addition to its auxiliary activities, WHCC has responded to many grant opportunities in the past five years. All grant accounts are assigned an administrator responsible for oversight and adherence to policies and procedures governing accounting practices. (3D.65) Grants are subject to the same annual independent audit process as all college and district funds. The following chart displays the total grant funding for WHCC over the last three years. (3D.78 – 80)
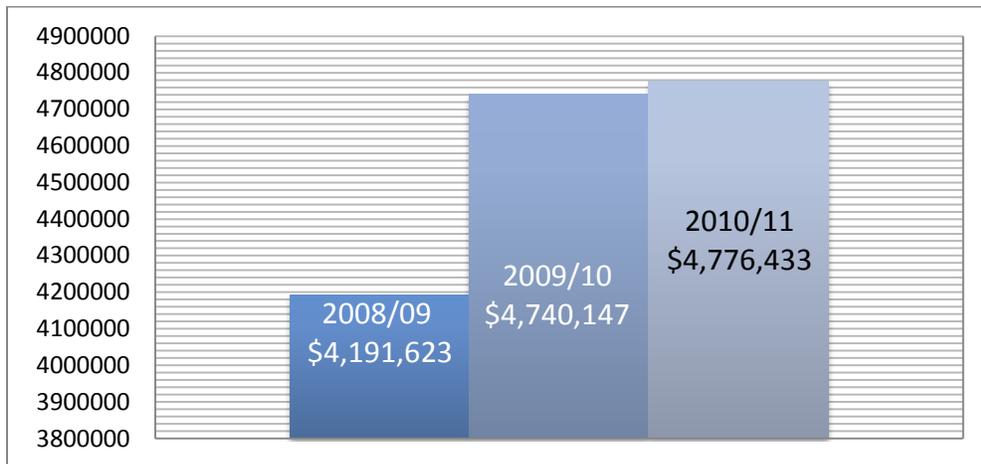
Planning Agenda
College Planning Council, in cooperation with the district office of grants, will consistently utilize the grant concept form to ensure that grant planning and acquisition are aligned with the college's mission and goals by fall 2011.

III.D.2.f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
All West Hills College Coalinga contracts with outside agencies are consistent with the mission and goals of the institution. The college has established memorandums of understanding (MOU) with the City of Firebaugh for the use of athletic fields at Maldonado Park, with the City of San Joaquin for the establishment of an outreach center, with the City of Coalinga for the use of soccer fields adjacent to the campus, with Coalinga State Hospital and other regional health care facilities for clinical sites to support instructional activities. The college has recently developed an MOU with DeVry University to expand educational opportunities available in

Coalinga to the bachelor's degree level. The agreements support the mission of the college. (3D.81 – 3D.85)

Self Evaluation
The college has the ability to serve notice on all of their contracts that do not meet the standards of quality required by the institution. All MOUs incorporate language which allow for modification or termination of the agreement with 30 to 90 day notice.

Planning Agenda
None

III.D.2.g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary
Independent auditors review financial data annually to assure compliance with accepted accounting practices. These audit reports are provided by the external auditor. The district auditors ensure that proper feedback is provided as an assurance that appropriate action can be taken if necessary. (3D.28, 3D.29) The Business Services Business Office Procedures Manual contains guidelines for annual independent audit procedures. The district relies on audit findings to guide improvement of accounting practices and financial management. (3D.65)

Self Evaluation
The annual audit occurs at the end of each fiscal year. Audit findings are reviewed to determine if overall fiscal goals were met. Recent audits reveal that the annual goals have been exceeded, which allows for flexibility in planning of future fiscal needs. The college meets the standard.

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement. This occurs on a monthly basis to track ensure that current needs are being met throughout the current fiscal year. Internal audits also take place at the end of each fiscal year and dialogue occurs at the chancellor's executive cabinet to review the ending balance and reserves so that additional planning can proceed. (3D.86) Review occurs at the college level first through the governance process and then again at chancellor's executive cabinet. The information gained from evaluation of the fiscal resources of the college is used to forecast how additional resources can be allocated meet the needs of the students.

Planning Agenda
None

III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The assessment of effective use of financial resources occurs on a monthly basis to track expenditures and revenue in the current fiscal year. Assessment also occurs at the end of each fiscal year leading to discussion at the chancellor's executive cabinet to review the ending balance and reserves so that additional planning can proceed. Review occurs at the college level first through the governance councils, then within the President's Executive Cabinet.

Administrative Procedure 6225, Resource Allocation, provides a board approved process that includes principles for ensuring that resources are used effectively to accomplish the mission and goals of the college. Part of the process for assessing the effective use of financial resources is an annual review of AP 6225 to ensure that the procedures and principles continue to be meaningful and useful for the college and the district. (3D.34) The board of trustees' most recent review of AP 6225 through the governance process transpired on January 19, 2010. (3D.87, 3D.88)

Another process for systematic assessment involves review and revision of budget development procedures for the college. During 2009/10 the college, through its College Planning Council, engaged in a review and revision process for its budget development procedure. The goal of this process was to develop an improved budget development procedure that supports the effective use of resources. The result was a revised budget development procedure approved by the CPC and used for developing the budget for 2010/11. (3D.9, 3D.89)

Systematic assessment for the effective use of financial resources is included in college goal number four which focuses on effectively utilize existing resources and pursuing additional resources to achieve the mission of the college. Performance measures for goal number four have been developed and assessed to ensure that results are used to make improvements when indicated. College goal number four was revised by the CPC at its April 27, 2010 meeting and additional performance indicators are being developed to demonstrate effectiveness in achieving the goal. (3D.13, 3D.90)

Assessment of average class size, number of class sections, and faculty productivity began in the 2007/08 academic year. As a result of this assessment and analysis of the data, changes in scheduling of classes occurred and the total number of class sections was reduced, but the college still exceeded its FTES targets in each of the subsequent years. The findings indicate that financial resources and facilities were used more effectively and efficiently. (3D.91, 3D.92)

Self Evaluation

West Hills College Coalinga has established processes and procedures to systematically assess the effective use of financial resources. The results of these assessments are used to make institutional improvements. The effective use of resources has been integrated into one of the college goals to serve as an ongoing benchmark for institutional effectiveness. The following chart demonstrates the college's progress in balancing the budget as a result of processes and procedures in the effective use of financial resources.

WHCC Budget 2007 - 2011
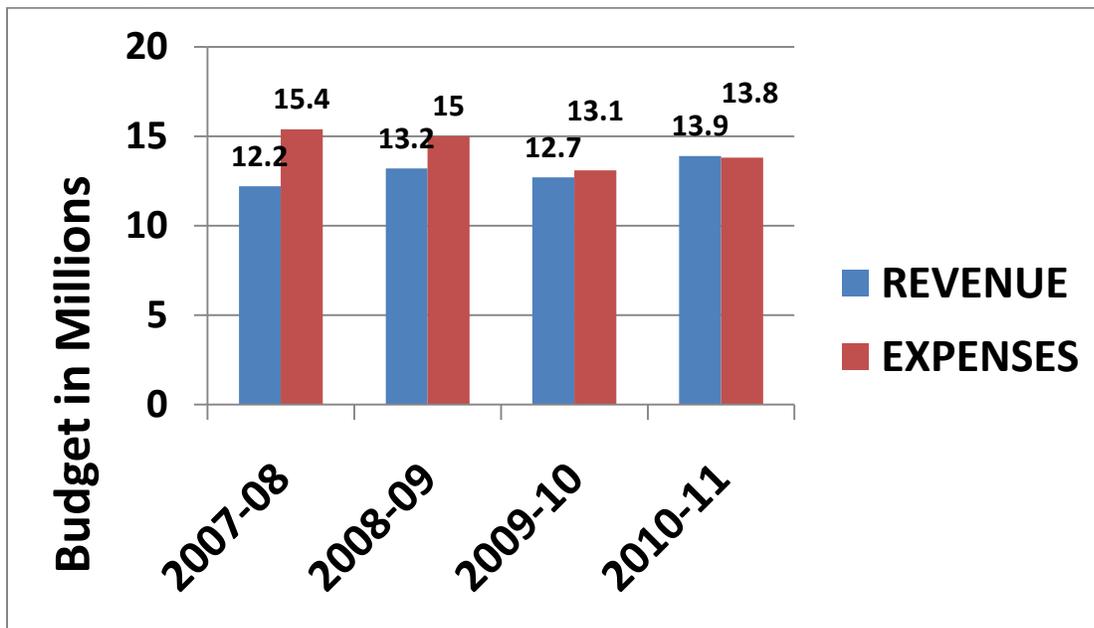
Planning Agenda

The vice president of educational services will convene a task force that will recommend additional performance indicators for college goal number four to CPC by the end of spring 2011.

Standard III D: References

3D.1   WHCCD Adopted Budget, 2005 – 2006
3D.2   WHCCD Adopted Budget, 2006 – 2007
3D.3   WHCCD Adopted Budget, 2007 – 2008
3D.4   WHCCD Adopted Budget, 2008 – 2009
3D.5   WHCCD Adopted Budget, 2009 – 2010
3D.6   Measure Q Materials
3D.7   Measure C Materials
3D.8   WHCC College Planning Council Handbook
3D.9   WHCC Budget Development Procedure
3D.10   WHCC Budget Development Instructions, 2010 – 2011
3D.11   WHCC Resource Allocation Request Form
3D.12   WHCC Educational Master Plan
3D.13   WHCC Goals and Performance Indicators, 2008
3D.14   Grant Distribution Chart
3D.15   WHCCD Board Policy 6200
3D.16   WHCC Instructional Services Council Handbook
3D.17   WHCC Student Services Council Handbook
3D.18   WHCC Facilities Development Council Handbook
3D.19   WHCC Planning and Governance Process
3D.20   WHCC College Planning Council Minutes (Budget Reductions), Samples
3D.21   WHCC Mission Statement
3D.22   WHCC Instructional Program Review Template
3D.23   WHCC Non-Instructional Program Review Template
3D.24   WHCCD Administrative Procedure 6200
3D.25   WHCCD Budget Development Calendar, 2008
3D.26   President's Open Forum Presentations (Budget Update), Samples
3D.27   WHCCD Business Services Website
3D.28   Budget Update Memorandums from F. Gornick, Samples
3D.29   WHCCD Annual Audit Report, 2008
3D.30   WHCCD Annual Audit Report, 2009
3D.31   WHCCD Board of Trustees Financial Presentations (Budget Update), Samples
3D.32   Certificate of Participation (COP) Materials
3D.33   WHCCD Board of Trustees Minutes, February 22, 2008
3D.34   WHCCD Board of Trustees Minutes, June 12, 2008
3D.35   WHCCD Administrative Procedure 6225
3D.36   WHCC Facilities Development Council Minutes, Samples

3D.37   WHCC Budget Survey Results, December 2009

3D.38   WHCC Budget Survey Results Analysis, February 2010

3D.39   WHCC Budget Survey Participant Data

3D.40   WHCC College Planning Council Minutes, February 4, 2010

3D.41   President's Forum on Budget Results email, spring 2010

3D.42   WHCCD Board of Trustees Minutes, January 20, 2009

3D.43   WHCCD Board of Trustees Minutes, February 16, 2010

3D.44   WHCCD/Vavrinek, Trine, Day & Co. LLP Audit Contract

3D.45   WHCC College Planning Council Website

3D.46   Flex Day Agendas, Samples

3D.47   Duty Day Agendas, Samples

3D.48   President's Pen Newsletter, Samples

3D.49   Tax and Revenue Anticipation Notes (TRANS) Materials

3D.50   State Wide Association of Community Colleges/JPA (SWACC) Policy

3D.51   Protected Insurance Program for Schools/JPA (PIPS) Policy

3D.52   WHCCD Risk Management Committee Handbook

3D.53   WHCCD/CSEA Furlough Agreement

3D.54   WHCCD/WHCFA Furlough Agreement

3D.55   WHCCD Administrator Furlough Announcement

3D.56   WHCCD Board of Trustees Minutes, August 25, 2009

3D.57   WHCCD Vice Chancellor of Business Services job description

3D.58   WHCCD District Budget Services Supervisor job description

3D.59   WHCCD Injury and Illness Prevention Plan (IIPP)

3D.60   WHCC Chemical Inventory, Samples

3D.61   WHCCD Risk Management Committee Training Materials, Samples

3D.62   WHCC Facilities Inspection Log, Samples

3D.63   District Leadership Council Minutes (IIPP Review), Samples

3D.64   WHCCD Board of Trustees Minutes (IIPP Review), Samples

3D.65   WHCCD Business Services Business Office Procedures Manual, 2009

3D.66   WHCCD Business Office Program Reviews, 2005 – 2009

3D.67   WHCCD Vice President of Educational Services job description

3D.68   WHCC Organizational Chart

3D.69   WHCCD Chancellor's Office Organizational Chart

3D.70   WHCC Residence Halls Datatel Report, Sample

3D.71   WHCCD Foundation Website

3D.72   WHCCD Foundation By-laws

3D.73   WHCCD Foundation Audit, 2009

3D.74   WHCCD Financing Corporation Minutes, Samples

Standard IV A: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved.   When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

The West Hills Community College District embraces participatory governance, allowing for participation at all levels to provide input on the practices, programs, and services of the district and encourages participation from all constituencies. Individuals bring forward ideas for institutional improvements through participation in area meetings, college councils, campus committees, district councils, open forums, surveys, program review, Academic Senate, and the assessment process. Policies and procedures are drafted and then reviewed by all constituencies through the shared governance structure and process for feedback. The District Strategic Planning Committee includes faculty, staff, and administrators who meet on a quarterly basis to review progress on district goals and engage in dialogue on these aspects of institutional effectiveness. (4A.1, 4A.2)

West Hills College Coalinga has established a council structure that provides representation of all constituencies in the decision making process. (4A.3) Council and committee meetings are open to all who wish to attend and participation is encouraged. The president and

administration value the input and feedback of students, staff, and faculty in all areas of college operations.

During the spring of 2010, an array of community participants joined faculty, students, staff, and administrators in a review of the college mission statement, vision statement, and college goals. The feedback from the broad based groups fostered campuswide dialogue which led to the revision of the mission and vision statements and the college goals. (4A.4, 4A.5)

During the fall of 2009, the college's committee structure was revised to remain collaborative in nature with systematic participation, but with reduced redundancy for those who serve on multiple councils. The new structure of governance and administrative councils include representatives from administration, faculty, staff, and students. The broad based representation empowers all segments of the WHCC community to share a voice in decision-making. (4A.6)

The College Planning Council (CPC) was redesigned with a focus on planning, budgeting, and institutional effectiveness. The CPC reviews recommendations made by the college councils and makes recommendations to the college president. The role of CPC includes; assigning review of new or revised board policies and administrative procedures to the Instructional Services Council (ISC) or Student Services Council (SSC) for feedback, making recommendations on budget and planning based on the input received from ISC and SSC, overseeing the accreditation processes, and maintaining a campus budget review and allocation process. The membership of CPC includes the president, Faculty Academic Senate President, CIO, CSSO, director of Farm of the Future, director of athletics, health, and PE, one classified manager or confidential employee, 3 faculty, 3 classified staff, 2 students, and the director of NDC. The vice chancellor of business services and the vice chancellor of institutional effectiveness and enrollment management serve as ex-officio members. (4A.7)

The Instructional Services Council (ISC) develops, implements, monitors, reviews, evaluates, and revises college instructional activities in accordance with the college mission and vision statements, and the college educational master plan. (4A.8, 4A.9) The ISC provides leadership in the development, planning, preparation, supervision, and completion of the accreditation self study; develops and monitors the instructional budget; makes recommendations regarding educational practices; and manages student enrollments for optimal student learning experiences and maximum   appropriation of revenue. The ISC also makes recommendations and identifies priorities for new faculty positions and other instructional staffing needs; facilitates the development, implementation, review, evaluation, and revision of the educational master plan; develops, reviews, evaluates and revises the instructional program review process; and supervises the implementation of student learning outcomes at the course,

program and degree levels. (4A.10, 4A.11) Membership includes the CIO, associate vice chancellor of educational planning, associate dean of student learning, director farm of the future, director of athletics, health, and PE, director of health careers, a DSPS representative, and an ITS representative. The director of the North District Center, vice chancellor of institutional effectiveness and enrollment management and the vice chancellor of educational services and workforce development serve as ex-officio members of the Instructional Services Council. (4A.12)

The Student Services Council serves as the recommending group for student support services. The SSC addresses and identifies student needs and encourages a supportive student learning environment through access, academic progress, learning and success in accordance with the college mission and vision statements and the strategic plan, encourages personal and civic responsibility, cultural and social issues awareness, and leadership development through cultural and social events. (4A.8) The SSC also reviews and provides recommendations on policies effecting student success, provides recommendations and monitors the student support services operating budget, promotes the use and understanding of research as a basis for support services decision-making, develops, reviews, evaluates, and revises the student support services program review process, and develops and implements student learning outcomes for student support services. (4A.13) Membership includes the CSSO, director of information and academic systems/registrar, director of international students program, district director of financial aid, director of TRiO programs, 7 faculty members, 3 classified staff, and 3 students. (4A.14)

The Facilities Development Council functions as the coordinating unit for facilities development, facilities maintenance, safety, and security issues in accordance with the college mission and vision statements, the strategic plan, and the educational master plan. (4A.8, 4A.9, 4A.15) The FDC develops and monitors the facilities and maintenance operating budget, reviews and provides recommendations on policies regarding facility usage, makes recommendations and identifies new maintenance and operations staff positions, develops, reviews, evaluates, revises, and implements policies for facilities development and use, and develops, reviews, evaluates, revises and implements college safety, parking and transportation policies. The FDC also cooperates with the district architect regarding all aspects of construction projects, including planning, revision, and completion. Subcommittees are formed for each renovation and construction project for the college. (4A.16) Membership includes the CIO, president, director of maintenance and operations, associate dean of student learning, director of the farm of the future, director of athletics, health and PE, DSPS representative, 3 faculty, 3 classified staff, and the director of ITS. The vice chancellor of business services and human

resources, computer operations manager, and district architect serve as ex-officio members of the Facilities Development Council. (4A.17)

The college councils form other committees and work groups as required. These committees include representatives from faculty, classified staff, management, administration, and students as determined appropriate for the work group mission. West Hills College Coalinga values the input of all constituencies and is committed to a governance structure that fosters dialogue and free flow of ideas as a means of increasing institutional effectiveness and improving student learning.

Self Evaluation
West Hills College Coalinga values open dialogue and input from all members of the community, recognizing that not all great ideas are generated within institutional committees. The president regularly invites the community to the campus for open forums and encourages participation in dialogue that helps to shape the mission and vision of the college. (4A.18)

The revised governance council structure and regular President's Open Forums encourage staff, faculty, administrators, and students to take initiative in improving the practices, programs, and services in which they are involved. (4A.19) Systematic participative processes are in place and used to assure effective discussion, planning, and implementation of ideas for improvement.

Planning Agenda
College Planning Council will develop a schedule for evaluation of governance council structures with input from all constituencies as part of the college planning process by fall 2012.

IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
West Hills College Coalinga has a participatory governance process that includes all constituencies - students, staff, faculty, and administrators. (4A.3) The college and district value input from all stakeholders throughout the decision making process. This is evidenced by the

board of trustees' adoption of Board Policy and Administrative Procedure 2510 which spell out the groups that are established to carry out the district's intent of shared governance. (4A.20, 4A.21) Board Policy 2431 delineates authority to the district chancellor and to the college presidents. The executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action are articulated in Administrative Procedure 2431. This procedure also articulates the president's responsibility to provide leadership of campus level discussion and the shared governance process, to lead decision making at the college level which directly affects the operation of the college, and to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. (4A.22, 4A.23)

Decision making is the responsibility of the board of trustees as outlined in state and federal laws and regulations; at the district level, the District Leadership Council serves as the recommending body for decision making; at the college level the College Planning Council serves in this capacity. (4A.7, 4A.24) In addition, Title 5 grants the primary responsibility for making recommendations in the areas of curriculum and academic standards to the academic senate. The monthly meetings of the WHCCD Board of Trustees contain a standing report agenda item from the academic senate president. (4A.25, 4A.26)

The academic senate and the associated student body appoint representatives to the college councils and committees as defined in the council handbooks. (4A.7, 4A.12, 4A.14, 4A.17) Since WHCC does not have a classified senate, the classified bargaining unit appoints classified staff representatives to college councils. Each year the student body elects one student as a non-voting member of the board of trustees. The student trustee position is shared with the student government association at West Hills College Lemoore on an annual rotating basis.

Self Evaluation
Through the organizational structure and established processes, the board of trustees, administration, faculty, staff, and students have a substantive and clearly defined role in institutional governance and voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. The processes in place at WHCC facilitate the development of ideas, effective communication, and cross departmental cooperation among constituencies and have resulted in numerous significant outcomes. The roles of all constituencies are defined in board policies, council handbooks, and committee handbooks. (4A.7, 4A.12, 4A.14, 4A.17, 4A.20, 4A.27, 4A.28)

The college leadership maintains an environment that is characterized by flexibility, open-mindedness and a commitment to teamwork and leadership. WHCC staff acknowledge that this

environment enables the college to remain innovative, serve growing numbers of students, and be an educational and community leader.

The role of faculty in the governance process is established through collaboration with the district and college administration. The general purpose of the academic senate is to consult collegially with the board of trustees in the governance of the college. (4A.27) The president of the senate serves on the College Planning Council, District Leadership Council, and District Education Coordinating Council, and has regular meetings with the college president and separate meetings with the vice president of educational services. (4A.7, 4A.24, 4A.29)

The academic senate has primary responsibility for making recommendations in the areas of academic and professional matters, including curriculum, academic standards, hiring policies, procedures, and criteria for contract faculty and administrators. The senate holds bimonthly meetings, discusses relevant agenda items, and hears reports from various college constituencies and its own committees. Senate agendas also include informational items presented by administrators. The senate appoints faculty members to participate on the four college councils and other committees to ensure that the faculty voice is included in the college's governance process. As appropriate, the senate votes on resolutions expressing the view of the senate on college issues, and presents approved resolutions to the board of trustees for consideration. (4A.30) Reassigned time from teaching duties is granted for faculty members that have significant responsibilities in governance, such as the academic senate president, academic senate vice president, and the curriculum committee chair. (4A.31 – 33) The WHCC leadership of the academic senate and administration have a good working relationship and respect for each other, as evident in the support received by each from the other.

The survey conducted summer and fall 2010 provided an overall rating of 3.88 on a scale from 1 to 5 on the statement "The institution has a planning process that influences the allocation of financial and human services." (4A.34)

Planning Agenda
Student affairs office will provide a formal orientation on the purpose and goals of the council or committee on which students have been invited to participate by spring 2012.

IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Through Board Policy and Administrative Procedure 4020 the practices for the development, establishment, and review of all curricular offerings are set forth. (4A.25, 4A.35) Faculty discuss the development, management, evaluation, revision, and improvement of student learning programs and services at instructional area meetings. (4A.36, 4A.37) The faculty, through their disciplines and learning areas, bring curricular results to the Curriculum Committee, student learning outcome assessment results to the Student Learning Outcome Committee, and program review results to the Instructional Services Council. (4A.12, 4A.28, 4A.38) The information from these committees is then submitted to the College Planning Council for review, suggestions, and approval when appropriate.

The Curriculum Committee is made up of representatives from each learning area and administration representatives. The committee reviews courses, distance education addendums, and prerequisite recommendations in a manner that meets each of the requirements of Title 5. Curriculum outcomes are then passed on to the Academic Senate which makes recommendations in the area of curriculum and academic standards. (4A.28)

The Student Learning Outcomes Committee (SLOC) is made up of representatives from each learning area and administration representatives. SLOC reviews the student learning outcomes and outcome assessments for courses and instructional programs. The committee assists instructors in the evaluation process of assessment data at the course and instructional program levels to ensure that SLOs are leading to continuous quality improvement. (4A.39)

The Instructional Services Council and Student Services Council are made up of representatives from the faculty, administration, staff, and district personnel involved in instructional and student services concerns. The Instructional Services Council is led by the vice president of educational services and serves as the coordinating council for instructional program review. The Instructional Services Council relies on program review to guide recommendations for program expansion, new program development, and consideration of program discontinuance. The Student Services Council is led by the associate dean of student services and serves as the coordinating council for non-instructional program review. The findings of program review serve to guide recommendations for consideration of student services program expansion, creation, or discontinuance by the Student Services Council. (4A.12, 4A.14)

The College Planning Council functions as the highest collaborative council for the college with a focus on planning, resource allocation, accreditation, and institutional effectiveness. The College Planning Council receives and reviews recommendations made by other college councils or committees when the recommendations have the potential for collegewide implications or impact. The College Planning Council makes recommendations to the college president. (4A.7)

During the spring 2010 semester the West Hills Community College District put into place a District Educational Coordinating Council. This council which includes representatives from district administration and faculty and administration from each college, reviews and makes recommendations on curricular issues related to the Rule of 5 and to areas that have the potential to impact both colleges within the district. (4A.29, 4A.40)

Self Evaluation
As determined by a review of its structure, practices, and activities, WHCC relies on the faculty, the Academic Senate, the governance councils and committees, and academic administrators for recommendations about instructional programs and student services the college offers. As evidenced by the significant change in academic programs and courses approved and inactivated since the last self study, these groups collaborate to initiate, develop, and monitor appropriateness of courses and programs to the college mission. (4A.41) Although they work in concert, each group fills a specific role, and together these groups are responsive to the needs of all students.

Planning Agenda
None

IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary
West Hills Community College Coalinga and the West Hills Community College District have committees which include representation of administration, faculty, staff, and students in concert with the intent and direction of Board Policy 2510 Participation in Local Decision Making. (4A.20) The college governance structure has been recently amended in order to improve communication and reduce redundancy of council duties and information sharing. (4A.3) Each council engaged in review and revision of their handbooks including the

membership and responsibilities during the course of the 2009/10 academic year. (4A.6) An updated diagram of the planning and governance process, located on the college website, illustrates the council structure, planning, and recommendation process. The site also links to each of the college council pages where agendas, minutes, handbooks, and related documents are available. (4A.42)

Through the district and college level councils faculty have the opportunity to provide input into decision making at the college and district levels. The instructional programs of the college are divided into six learning areas, each of which have representatives on the Student Learning Outcome Committee, Curriculum Committee, Academic Senate, and the Instructional Services Council. (4A.43) Faculty have representatives on the College Planning Council, District Education Coordinating Committee, District Strategic Planning Committee, and District Leadership Council. (4A.1, 4A.7, 4A.24, 4A.29) The Associated Student Body (ASB) has representation on the Student Services Council, College Planning Council, ad-hoc committees, and Board of Trustees. The Leadership Retreat Group, consisting of district and college administrators, faculty representatives, and classified staff representatives, meets on a quarterly basis to discuss common areas of interest and concern including accreditation, student learning outcomes, program review, and budget. (4A.44)

The Board of Trustees holds an annual retreat to which the student trustee, college administrators, faculty representatives, and classified staff representatives are invited. New policy and procedures proposed for the district and changes to existing policies and procedures are vetted through the governance councils and college committees, allowing input from faculty, staff, and students into the decision making process. Recommendations for revision of proposed policies and procedures are forwarded to the Board of Trustees for consideration. (4A.45)

Each of the processes described above plays a vital role in the broad discussion among all constituencies leading to improvement of college practices, programs, and services to students.

Self Evaluation
The college and the district have governance structures and processes that support dialogue and communication across all constituencies. The campus climate is one that encourages and fosters input and feedback from faculty, students, and staff both formally and informally. Communication plays a vital role at WHCC, providing opportunities for every stakeholder to participate in the discussion of ideas to contribute to the successful achievement of the institution's mission and strategic goals. The college community focuses on working in a collegial manner for the benefit of the students, the community, and the college. This endeavor generates goodwill and supports the team approach to problem solving. The passage of

Measure Q in June 2008 and Measure C in November 2008 are significant examples of all constituencies working together for the good of the institution. (4A.46, 4A.47)

Planning Agenda
None

IV.A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
The commitment of the board of trustees to advocate and demonstrate honesty and integrity in its relationships with external agencies that is delineated in Board Policy 2715 extends to West Hills College Coalinga. (4A.48) The college is committed to demonstrating honesty and integrity in all dealings with the community and external agencies. In addition, WHCC agrees to continue to comply with accrediting commission's standards, policies, and guidelines as it has in the past.

West Hills College Coalinga publishes all reports from the accreditation process on the college website under the accreditation link. (4A.49) The self study report for the accreditation evaluation process was developed with input from the students, staff, faculty and administration through the governance process. (4A.50) West Hills College Coalinga has responded in a timely manner to past recommendations of the accreditation body striving not just to meet, but to exceed the recommendations provided. West Hills College Coalinga has submitted midterm reports as required to the accreditation body. (4A.51) Accreditation training occurs on many levels. Numerous administrators, faculty, and staff have attended training sessions off site in preparation for the accreditation site visit and in preparation to serve as a visiting team member evaluating other institutions. (4A.52, 4A.53, 4A.54)

Self Evaluation
West Hills College Coalinga has responded to recommendations from previous accreditation visits by making necessary changes and submitting the required reports in a timely manner. The responses to the last accreditation visit are summarized in the introductory portion of the current self study report. WHCC attests to its honesty and integrity in assessing itself during the reflective self study process and preparation of the accreditation self study report to the accrediting commission. The reports are distributed to board members, appropriate district and college administrative personnel and posted on the college website. (4A.49)

The college interacts with many external agencies including, but not limited to, the Board of Vocational Nurses and Psychiatric Technicians, California Community College Athletic Association, National Student Clearinghouse, Central Valley Higher Education Consortium, Police Officers Standards Training, Board of Corrections, United States Department of Agriculture, National Science Foundation, National Association of Early Childhood Education Programs, California Student Aid Commission, United States Department of Education, Department of Veterans' Affairs, and California Postsecondary Education Commission. Many of these agencies require that the college meet their guidelines and standards, ensuring that the college submit program evaluations, fiscal reports and other types of assessment. WHCC takes these requirements seriously and works carefully to provide documentation that is correct and timely. (4A.55)

Planning Agenda
None

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
In 2009, West Hills College Coalinga conducted a regular review of the college governance organizational structure including a retreat led by professional consultants to determine strengths and weaknesses in the structure. (4A.6) The review process led to recommendations for change of the governance council structure that were approved by the CPC in October 2009. (4A.56) The governance council changes included the incorporation of the Learning Resources Council into the Instructional Services Council and the elimination of the President's Council. These changes were intended to improve the communication process and reduce duplication of responsibilities. The recommended changes were vetted through the college and district decision making processes. The changes to the governance structure and planning process were published on the West Hills College Coalinga website. The college councils updated their handbooks, membership, and roles to reflect the revision of the college governance structure for increased efficiency and institutional effectiveness. (4A.7, 4A.12, 4A.14, 4A.17)

The West Hills Community College District Board of Trustees conducts its own self evaluation each year, the results of which are discussed at the annual board retreat and published on the West Hills Community College District web site. (4A.45, 4A.57, 4A.58)

Self Evaluation

West Hills College Coalinga councils and committees use a variety of means to assess the effectiveness of the governance and decision making structures including reflection, surveys, dialogue, and formal evaluation processes. The restructuring of the governance councils in 2009 illustrates the effectiveness of the evaluation process in bringing about positive change to enhance the integrity and effectiveness of the institutional structure and practice. Communication of proposed changes and implemented changes is broad and utilizes the council and committee structure, open forums, newsletters, the college website, and email. (4A.42, 4A.59, 4A.60)

Planning Agenda

None

Standard IV A: References

4A.1   WHCCD District Strategic Planning Committee Membership
4A.2   WHCCD District Strategic Planning Committee Minutes, Samples
4A.3   WHCC Planning and Governance Process
4A.4   WHCC Mission, Vision, and Goals Survey Results, February 2010
4A.5   Summary of Forums, April 2010
4A.6   WHCC Governance Planning Retreat, January 2009
4A.7   WHCC College Planning Council Handbook
4A.8   WHCC Mission and Vision Statement
4A.9   WHCC Educational Master Plan
4A.10   WHCC Instructional Program Review Process Materials
4A.11   Student Learning Outcomes Portal site
4A.12   WHCC Instructional Services Council Handbook
4A.13   WHCC Student Services Council Website
4A.14   WHCC Student Services Council Handbook
4A.15   WHCCD Strategic Plan 2006-2010
4A.16   WHCC Facilities Development Council Website
4A.17   WHCC Facilities Development Council Handbook
4A.18   President's Open Forum Presentations, Samples
4A.19   President's Open Forum Announcement emails, Samples
4A.20   WHCCD Board Policy 2510
4A.21   WHCCD Administrative Procedure 2510
4A.22   WHCCD Board Policy 2431
4A.23   WHCCD Administrative Procedure 2431
4A.24   WHCCD District Leadership Council Handbook
4A.25   WHCCD Administrative Procedure 4020
4A.26   WHCCD Board of Trustee Minutes (Academic Senate Report), Samples
4A.27   Academic Senate Constitution
4A.28   Curriculum and General Education Committee Handbook
4A.29   WHCCD District Education Coordinating Council Membership
4A.30   Academic Senate Minutes, Samples
4A.31   Academic Senate President Notice of Assignment
4A.32   Academic Senate Vice President Notice of Assignment
4A.33   Curriculum Chair Notice of Assignment
4A.34   WHCC Accreditation Survey, summer 2010
4A.35   WHCCD Board Policy 4020
4A.36   Flex Day Agendas, Samples

Standard IV B: Leadership and Governance

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The West Hills Community College District Board of Trustees has adopted several board policies and administrative procedures that assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. These include the following. (4B.1 – 9)

BP and AP 2410 – Policy and Administrative Procedure

BP and AP 3250 – District Strategic Planning

BP and AP 4020 – Program, Curriculum, and Course Development

BP and AP 6200 – Budget Preparation

AP 6225 – Resource Allocation

The West Hills Community College District Board of Trustees established Board Policy 2430 which addresses the delegation of authority to the chancellor and the evaluation of the chancellor each spring. By way of this policy, the board of trustees assigns to the chancellor the responsibility for administering policies adopted by the board and executing all decisions of the board requiring administrative action. (4B.10) The annual evaluation procedure for the chancellor is carried out by the board of trustees according to the policy and procedure. (4B.11, 4B.12) The chancellor selection policy and administrative procedure were revised on February 17, 2009. Board Policy and Administrative Procedure 2433 outline the process to fill a vacancy of the chancellor position. (4B.13, 4B.14)

Self Evaluation
The board of trustees has established policies and procedures which clearly define the process for selecting and evaluating the district chancellor.

Planning Agenda
None

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. The West Hills Community College District (WHCCD) board of trustees is comprised of seven members who represent the six geographic regions of the district. The associated student body (ASB) elects a student trustee each year who is a non-voting board member. The student representative position alternates between West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL) ensuring representation for each college. (4B.15, 4B.16)

Local high school district boundaries serve as the district's geographical areas with board member representation from each of the six areas. Each representative is required to live within the geographical area that the member represents. Each board member serves for a period of four years, and staggered terms of office for board members ensure continuity. Approximately half the board members are elected in November of odd-numbered years. Monthly board of trustee meetings are held principally at the district office in Coalinga with one meeting per semester scheduled on each campus within the district: WHCC in Coalinga, WHCL in Lemoore, and North District Center (NDC) in Firebaugh. (4B.17, 4B.18)

Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure. The governing board is appropriately representative of the public interest and lacking conflict of interest. Board membership is divided equally throughout the district and members are elected in order to ensure that public interest is appropriately represented. West Hills Community College District is a public owned institution of higher education; therefore no board members are owners of the institution. According to Board Policy 2010 an employee of the district may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee. (4B.15) Board Policy 2710 and Administrative Procedures 2710 and 2712 have

been adopted to ensure that board members do not have any conflict of interest. All trustees sign the California form 700 statement of economic interest confirming that they have no economic interest in the affairs of the district on an annual basis. (4B.19 – 21)

While the governing board is the final decision making body of the West Hills Community College District, it works with the individual college participatory governance process to incorporate input from students, faculty, staff, and administrators of the colleges and district.

Self Evaluation
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions while effectively advocating for the institution as indicated in its monthly meeting minutes. Board Policy 2010 defines board membership qualifications and provides for trustee membership based upon the geographic location within the district assuring that all members of the community have representation by a local resident. Board Policy 2100 specifies terms of office and Board Policy 2110 establishes procedures for dealing with vacancies on the board. In accordance with Title 5 of the California Code of Regulations, an elected student serves on the board of trustees for the purpose of effectively representing students' concerns to the board as outlined in Board Policy 2015. As stated in Board Policy 2305, the board holds an annual meeting each December at which the president, vice president, and clerk of the board are selected. (4B.22)

Board Policy 2510 clearly identifies the board of trustees as the ultimate decision making body within the district, in accordance with the California education code. Although the board is an independent policy-making group, communication from district employees and community members is encouraged at its monthly meetings. (4B.23, 4B.24) Oral and written reports detailing activities and issues occurring on the college campuses are provided by the college presidents, the academic senate presidents, the faculty and classified bargaining unit presidents, and a representative from the student government. In addition, time is set aside for public comments. (4B.25) All meetings are open to the public, in compliance with the Brown Act. Board policies and administrative procedures have been adopted to ensure that the board avoids any conflict of interest.

Planning Agenda
None

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The board of trustees exercises oversight of the colleges by the establishment of board policies and administrative procedures that set standards for educational programs, graduation requirements, and curriculum development. A policy and procedure review schedule is developed each year to ensure currency in all areas. (4B.26) The policies and procedures included in the annual schedule are selected based upon the needs of the institution and the need for revisions or updates due to educational policy changes. Policies and procedures are added to the schedule as necessary. Board Policy and Administrative Procedure 4020 set forth board expectations for quality, integrity, and improvement of student learning programs and services. (4B.5, 4B.6)

The District Leadership Council (DLC) and the college academic senates review and recommend academic and student support policies and procedure changes, which are brought forward to the board of trustees. (4B.27 – 29) The board of trustees approves the curriculum action reports. (4B.30, 4B.31) Each college informs the board on a monthly basis through written reports and special presentations on student learning issues.

Self Evaluation
The board policies and administrative procedures adopted by the governing board support the college mission to ensure the quality, integrity, and improvement of student learning programs and services. (4B.32) In particular, Board Policy 4020 addresses the quality and evaluation of the curriculum. The board of trustees periodically reviews, evaluates, and improves its policies and procedures by majority vote. WHCC provides input to the process through the DLC, the academic senate, the classified and faculty bargaining units, and College Planning Council. (4B.25)

Current board policies are available to the public from the chancellor's office and the district website. (4B.33)

Planning Agenda
None

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

As detailed in Board Policy 2510 the board of trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws. The board of trustees has empowered the chancellor to act upon statutory matters. Relying on the advice of legal counsel, the actions of the chancellor are subject to review by the board. (4B.23, 4B.10)

The board of trustees has implemented policies and procedures framing the integrity of the district on legal matters and financial processes. BP and AP 6200 delineate the budget development process; similarly, BP and AP 6305 establish parameters for grant management. The financial integrity of the district is ensured through a review of the preliminary budget, tentative budget, and final budget by the board of trustees. Thorough reports are provided to the board on a monthly basis and a complete financial audit is conducted each year. (4B.25, 4B.34 – 40)

Educational quality is ensured through the review of programs and the evaluation of student learning outcomes (SLOs). (4B.41, 4B.42) The board of trustees reviews and approves recommendations on instructional programs and courses submitted by the Curriculum Committee. (4B.30, 4B.31) Board meetings regularly feature reports and presentations concerning the educational quality of the colleges.

Board policies and administrative procedures are posted on the West Hills Community College District website to facilitate ease of reference. (4B.33)

Self Evaluation

The board of trustees has adopted Board Policy 2510 which authorizes the board as the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. The board of trustees has ultimate responsibility for educational quality, legal matters, and financial integrity. (4B.23, 4B.24)

Formal reports and presentations, placed on the agenda at regular board meetings, routinely inform board members regarding educational quality in both instructional and student support programs. The trustees also receive oral and written monthly reports from the president detailing campus activities and key governance council actions. (4B.25)

The board has the option to formally request agenda items on instructional and student support programs. For example, the board requested a presentation on athletics in July 2010.

The director of athletics, health, and PE and the president responded with a presentation which explained the recruitment, retention, and success of student athletes. Historical data and future plans were shared in the combined presentation with West Hills College Lemoore. (4B.33, 4B.34)

The board ensures the financial integrity of the district through review of a preliminary budget proposal in February, a tentative budget review in June, and a final budget adoption in August. (4B.38) A financial audit of the district by an independent auditing firm is conducted annually and the findings are presented to the board. (4B.39, 4B.40) The vice chancellor of business services reports the current financial status to the board of trustees at each regular board meeting. (4B.25)

In the summer and fall 2010 survey in support of accreditation, the district received an overall rating of 3.99 on a scale from 1 to 5 regarding the statement, "The Board of Trustees provides clear direction and guidance to ensure the financial soundness of West Hills College." (4B.45)

Planning Agenda
None

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The West Hills College District Board of Trustees has posted policies and procedures addressing the size, duties, responsibilities, operating procedures and other issues regarding the function and structure of the governing board on the West Hills Community College District web site. (4B.33) Governing board policies and procedures specifically related to the board's size, duties, responsibilities, structure, and operating procedures are contained in the sections titled "Board of Trustees" and are numbered in the 2000s. Each policy and procedure is identified by number and name and includes the approval date of the document.

Self Evaluation
The most recently adopted versions of West Hills Community College District board policies and administrative procedures, including those related to the size, duties, responsibilities, structure, and operating procedures, are available via the district website.

Planning Agenda

Office of the chancellor to assure the district website is updated to include all board policies regardless of approval date by fall 2011. Policies that have not yet been updated under the Community College League of California Policy and Procedure Service number system will be marked as "Pending Review" and will be posted to the website.

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The WHCCD Board of Trustees approves and adopts policies and procedures that are appropriate for the organization and operation of the district. The board acts according to the standards set forth therein. The chancellor recommends new policies and revisions of current policies to the board. (4B.11, 4b.46) The recommendations are subject to board review and approval. Recommendations appear on board agendas for two meetings before action is taken, allowing for comment by board members as well as interested faculty, staff, students, and community members. Faculty, staff, and administrators may recommend new policies or changes to existing policies through the college and district councils. In addition, as provided in the California education code Section 70902 (b)(7), and Title 5 of the California Code of Regulations section 53203 (c) the academic senate may take resolutions directly to the board for consideration. In this way, a shared governance system is maintained. (4B.25, 4B.29)

The Board of Trustees uses district policies as its guide in functioning as a board. The board encourages a thorough review of policies and procedures and considers the comments made at all levels of the governance structure during their review. A policy and procedure routing form was developed and implemented in 2006 that is used for tracking the progress of new and revised policies and procedures through the shared governance process. (4B.29)

Self Evaluation

The chancellor maintains a schedule for establishing, evaluating, reviewing, and improving policies. The board is currently engaged in the review and adoption of variety of policies based on the Community College League of California's model in an effort to remain compliant with local, state, and federal regulations. As each policy and related procedure is reviewed, revised, and approved, it is published on the district website. Hard copies of board polices that have not yet been updated are available upon request from the chancellor's office. (4B.33)

The record of board actions, as shown by the minutes and resolutions, indicates that the board of trustees acts in a manner consistent with its policies and bylaws.

Planning Agenda
Office of the chancellor to assure that as board policies and administrative procedures are scheduled for review, the Policy and Procedure Review schedule is updated and posted on the website beginning spring 2011.

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The governing board has established a program for board development and new member orientation in Board Policy 2740. The policy states that the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education. (4B.27, 4B.40) The board development program addresses the trustees' need to learn about accreditation standards and expectations as outlined in Board Policy 3200 and in the strategic planning portion of the board trainings and retreats. (4B.49 – 53) Board Policy 2100 provides a formal, written method for staggered terms of office. (4B.17)

A West Hills Community College District Board of Trustees Handbook was adopted in March 2008. It is reviewed by the board of trustees on an annual basis. (4B.54) Board members are also provided the opportunity and encouraged to attend statewide, as well as national, conferences on trusteeship. (4B.55) These conferences are hosted by the Community College League of California and the Association of Community College Trustees. Board retreats and study sessions are held throughout the year and provide topics of varying interest pertaining to board development. (4B.50 – 53)

Self Evaluation
The members of the board of trustees engage in an annual retreat, study sessions as required, and are encouraged to participate in conferences and training activities designed for development of governing board members.

Planning Agenda
None

IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The WHCCD Board of Trustees is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. The board has a clearly defined self-evaluation policy and sets aside time at its annual board retreat to conduct the self-evaluation of governing board performance. (4B.56, 4B.57)

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in Administrative Procedure 2745 which states that a self-evaluation form will be distributed, collected, and evaluated regularly. The results are discussed at a subsequent board meeting in which the board develops any necessary remediation plan to be considered during a future board retreat or board study session. The board self-evaluation policy calls for annual review for which the board has been regularly performing since policy adoption on February 21, 2006. (4B.56 – 58)

Self Evaluation

The governing board of the West Hills Community College District has established a self-evaluation processes for assessing board performance are clearly defined, implemented, and published in Board Policy 2745.

Planning Agenda

None

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The WHCCD Board of Trustees' code of ethics and standards of practice are outlined in Board Policy and Administrative Procedure 2715 and are posted on the district website. The board maintains high standards of ethical conduct for its members and trustees hold one another accountable to those standards. (4B.59, 4B.60)

Self Evaluation

The governing board of WHCCD has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code outlined in Administrative Procedure 2715.

Planning Agenda
None

IV.B.1.i The governing board is informed about and involved in the accreditation process.

Descriptive Summary
WHCCD Board Policy 3200 states that the chancellor shall ensure the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other district programs that seek special accreditation. (4B.49) The chancellor shall keep the board informed of approved accrediting organizations and the status of accreditations. The chancellor shall ensure that the board is involved in any accreditation process in which board participation is required. The chancellor shall provide the board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. (4B.52, 4B.61)

On Friday, February 5, 2010, Dr. Barbara Beno, President, Accrediting Commission for Community and Junior Colleges (ACCJC) presented a workshop for the West Hills Community College District governing board. The trustees received training on best practices and the involvement and responsibilities of the board of trustees in the accreditation process. Key district and college administrators were also invited to participate in the training activity conducted as part of the annual board retreat. (4B.53)

Self Evaluation
Board Policy 3250 describes the role of the board of trustees in institutional self study and planning efforts. The board is fully informed concerning accreditation processes and standards and therefore plans resources to ensure compliance with those processes. The board is fully committed to supporting student learning outcomes as evidenced by their interest in and support of student learning outcome assessments for every course and program. The board is informed of institutional reports including the self study and of recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC) to the institution. The college president provides regular updates concerning accreditation and the board approves any reports or documents prior to submittal to ACCJC. The board is knowledgeable about accreditation standards especially those which apply to the board as evidenced in Board Policy 3200. The board of trustees assesses its own performance using accreditation standards during its annual performance review. (4B.49, 4B.56, 4B.57)

Planning Agenda
None

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
As established in Board Policy and Administrative Procedure 2433, the board of trustees determines the process for selection of the chancellor. The board conducts annual performance evaluation of the chancellor at the end of the spring semester. Board Policy 214 defines the procedure for evaluating the chancellor, the presidents, and all administrators of the district. (4B.12, 4B.63, 4B.64)

The board of trustees delegates authority to the chancellor as indicated in Board Policy 2430. (4B.10) The governing board has the responsibility for selecting and evaluating the district chief administrator; this position is the chancellor in the West Hills Community College District. The board delegates full responsibility and authority to the chancellor to implement and administer board policies without board interference and holds them accountable for the operation of the district. The process and procedure for chancellor selection are included in Board Policy and Administrative Procedure 2433. The selection procedure allows the board to appoint a search consultant firm to assist in the recruitment selection process. The board is to be involved in the search process at every step. The major events requiring board action or involvement include, schedule initial planning meeting, review and adopt brochure, review and approve criteria for screening committee, determine which candidates to interview, conduct initial and final interviews, and select the chancellor. (4B.63, 4B.64) The board has followed the processes outlined in Board Policy 2433 since its adoption on November 18, 2003. Delegation of authority from the district chancellor to the college presidents is found in Board Policy 2431. (4B.65, 4B.66) Administrative Procedure 2410 outlines the process for creating policy and ensures that the board remains focused concerning policy implementation. (4B.1, 4B.2)

Self Evaluation

The board of trustees conducts an annual performance evaluation of the chancellor according to the Board Policy 214. The authority of the chancellor is set forth in Board Policy 2430 and authority is delegated to the president in Board Policy and Administrative Procedure 2431. The chancellor is evaluated annually by the board of trustees, and the college president is evaluated annually by the chancellor. (4B.67, 4B.68)

Planning Agenda

None

IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The West Hills College Coalinga president has primary responsibility for student learning administrative areas, including instructional services, student services, and learning resources, as well as maintenance and operations, and athletics. Although the president has ultimate authority over college operations, the president delegates authority and responsibility to appropriate administrators and managers. (4B.69)

Self-Evaluation

The president is responsible for the quality of the institution, its educational programs, and services to students. In September 2009, the board of trustees approved a major administrative organizational change proposed by the president through the shared governance councils to strengthen WHCC's commitment to maintaining a college that places the learner at its center. (4B.70) The new administrative structure is based on a student learning model with a vice president of educational services, an associate dean of student learning, and an associate dean of student services. The college's new administrative organizational structure is clearly outlined on the college organizational chart located on the college website. (4B.71)

The president delegates authority appropriately within an administrative structure that reflects the size, complexity, and mission of WHCC. The vice president of educational services has the

authority to make decisions regarding the organization, function, and evaluation of instructional and student services operations. (4B.72)

The president meets weekly with the vice president of educational services to discuss issues and solve problems that arise in the daily operation of WHCC. The president's cabinet meets every two weeks for broader administrative discussion of college issues. The president's cabinet includes the vice president of educational services, the associate dean of student services, the associate dean of student learning, the director of athletics, health, and PE, the director of the North District Center, and the director of the farm of the future. One meeting a month of the president's cabinet includes an expanded list of attendees to facilitate discussion and collaboration with district administrators. (4B.73) The district administrators include the vice chancellor of business services and human resources, the vice chancellor of educational services and workforce development, the vice chancellor of institutional effectiveness and enrollment management, the district director of financial aid, the WHCCD Foundation executive director, the district director of grants, and the director of information technology services. (4B.74) The president meets monthly with the College Planning Council (CPC) which functions as the highest collaborative council at WHCC, reviewing recommendations made by other councils or committees. (4B.75, 4B.76)

Planning Agenda
None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary
The West Hills College Coalinga president has established a collegial process that sets values, goals, and priorities. The process assures that evaluation and planning rely on high quality research and analysis of external and internal conditions thereby ensuring that educational planning is integrated with resource planning and distribution to achieve student learning

outcomes. The president has established procedures to evaluate overall institutional planning and implementation efforts through the review of data driven decision making processes within the governance council structure. (4B.75, 4B.77 – 82)

Self-Evaluation
The president has effectively implemented procedures for ensuring decision making is framed by internal and external data, college goals, the college mission, and student learning outcomes. (4B.42, 4B.83) The budget allocation request form that links resource requests to college goals, mission, and other core indicators provides a means for all constituencies to request funds during the budget development process. (4B.84) Implemented spring 2010, this budget allocation request affords opportunity for programs not currently engaged in program review to submit allocation requests, linked directly to measurable outcomes, for consideration.

The president uses open forums to increase the collaborative dialogue among students, faculty, staff, administrators, and community constituents as part of the planning process. Open forums resulted in revision of the college vision and mission statements to more accurately reflect the college's educational purpose. The board approved the revised college vision and mission statements on August 24, 2010. (4B.85 – 88)

The president guides institutional improvement of the teaching and learning environment through his support of program review as an integral component of institutional planning and budget development. In 2009, the College Planning Council adopted a revised budget development process that incorporates the findings of program review into the planning and allocation process. (4B.81) Further, program review incorporates student learning outcome assessment data at the course and program level thereby integrating SLOs into the resource planning and allocation process for the college. (4B.89)

The office of institutional effectiveness provides research data to support program review and reports monthly to the College Planning Council. Research data supporting college performance indicators is also provided by the office of institutional effectiveness on a regular basis. The president, and all college staff, can request special data and analysis from the office of institutional effectiveness via the web to measure student learning and support decision making. (4B.76, 4B.90, 4B.91) In the recent survey in support of accreditation, respondents indicate that they agree that the college information systems effectively support institutional research and evaluation. An overall rating of 4.14 out of 5 was assigned. (4B.45)

Planning Agenda
None

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The president has been delegated full authority for the management and leadership of West Hills College Coalinga through Board Policy and Administrative Procedure 2431. (4B.65, 4B.66) The importance of adhering to policy is a theme that is repeated in many settings throughout the college. It is referenced in job descriptions, evaluated during management and staff performance reviews, and addressed repeatedly in a variety of meetings including college councils and department meetings. (4B.68, 4B.69, 4B.72, 4B.76) The process of review of board policies and administrative procedures through the governance councils of the college is the primary means through which the president assures institutional practices are consistent with institutional mission and policies. The college mission statement has been incorporated into governance council agendas and minutes to maintain a high level of awareness of the primary mission of the college. (4B.76)

Self-Evaluation
The president of West Hills College Coalinga is charged with ensuring that institutional practices are consistent with institutional mission and policies. To ensure consistency between practice and policy the president delegates oversight responsibility to area administrators. (4B.71) The president meets regularly with the administrative team and individually with the vice president on a weekly basis. The president engages in ongoing dialogue with college leaders concerning changes to statutes, regulations, and board policies. (4B.73)

Through leadership of the College Planning Council and the President's Executive Cabinet, the president assures that institutional practices are consistent with institutional vision, mission, goals, and district policies.

Planning Agenda
None

IV.B.2.d   The president effectively controls budget and expenditures.

Descriptive Summary

The president, as the college chief executive officer, is responsible for managing resources, controlling the budget and expenditures, and implementing the budget. College Planning Council (CPC) composed of students, administrators, faculty, and classified staff is the college governance council charged with making recommendations to the president on budget and resource allocation. The council accepts input on budgetary matters from the Instructional Services Council (ISC), Student Services Council (SSC), Facilities Development Council (FDC), and individuals via the budget request form. (4B.75, 4B.79 – 81, 4B.84, 4B.92)

The president monitors and controls budgets and expenditures through regular interactions with the vice president of educational services, the district vice chancellor of business services, and the chancellor. The following charts demonstrate effectiveness in controlling budget and expenditures.
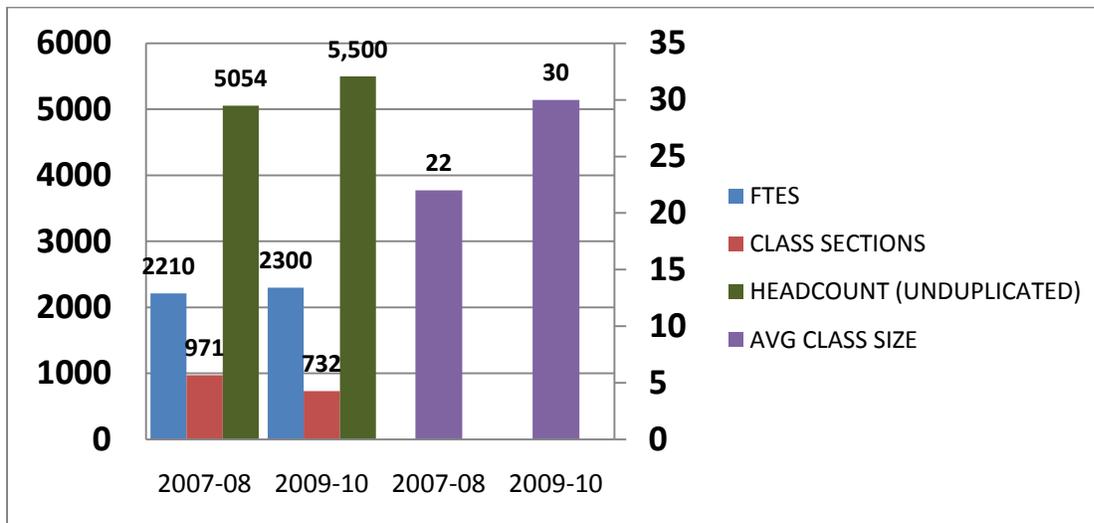
With a 24% reduction in class sections and a 14% reduction in expenditures, WHCC increased FTES, unduplicated headcount, and average class size.
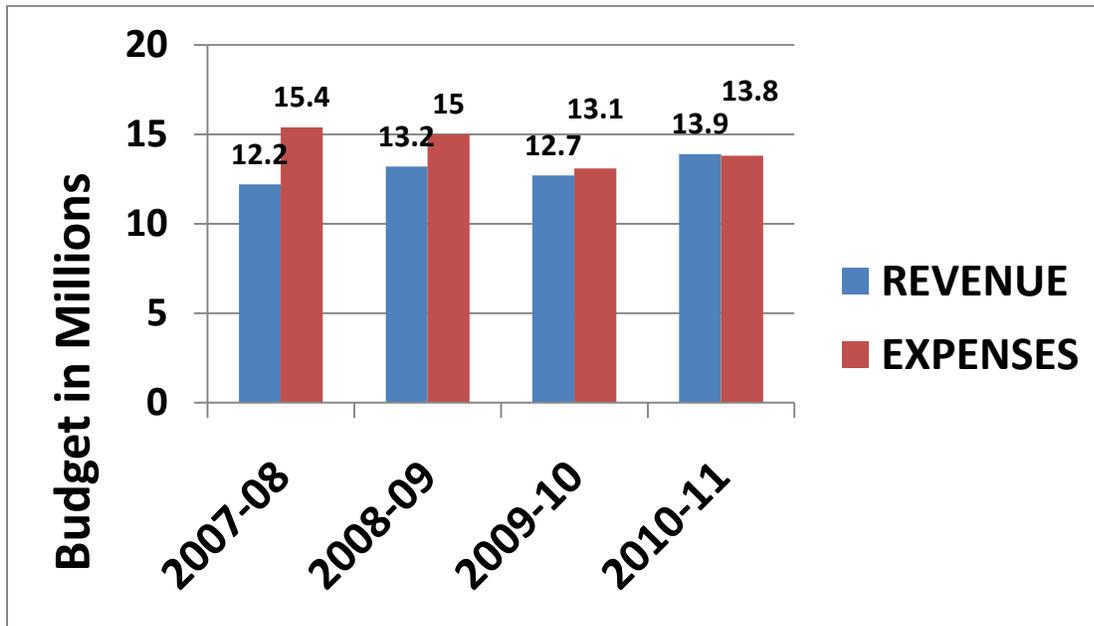
Self-Evaluation

Under the direction of the president, WHCC developed and implemented a new budget development process which premiered spring of 2010. (4B.81, 4B.84) The new process provides opportunity for all college constituencies to request funds and ties the requests directly to the college mission and goals.

Using a collegial and consultative dialogue process, the president led WHCC through the difficult process of budget reduction for academic years 2008/09 and 2009/10. The president established clear priorities, reflecting the college values, in meeting the required expenditure reduction. Through the president's inclusive planning process, the college was able to identify cuts to the general budget that retained all currently staffed positions. (4B.93 – 95)

The West Hills Community College District is fiscally sound. The president's knowledge of finance at the local operational level, as well as the development of funding formulas at the state level, has enabled the district to effectively deal with the serious fiscal challenges faced since 2008.

The president established a mini grant program for faculty and staff which provides an alternate source of funding for ideas and projects to increase student learning and institutional effectiveness. The mini grant program is funded out of the WHCCD Foundation creating

opportunity for innovation even during these very tight fiscal times. Student leadership experiences, faculty professional development, and tutoring resources have been funded through the mini grant program since its implementation in 2009. (4B.96 – 98)

Planning Agenda
None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The president has established as one of his top priorities building strong relationships with the local community. Over the past three years, the president has been effective and successful in establishing himself as the leader of WHCC in the community. He serves on the board of key local organizations such as Coalinga Chamber of Commerce and is currently the president of the Coalinga Rotary Club. He is on the board of directors of the Central Valley Higher Education Consortium and is a member of the Community Advisory Committee for Pleasant Valley State Prison. (4B.99 – 102) As a part of his connection to the community, the president has established relationships with the surrounding community by meeting with individual business leaders, hosting events at the college, and communicating in person and by telephone about ideas, partnerships, and shared interests. He is frequently asked to speak at community organizations, city council meetings, and to be part of community initiatives. (4B.103) The president is the president elect of the Association of California Community College Administrators (ACCCA) for 2010/11 and will assume the role of statewide president in 2011/12. (4B.104)

The president is committed to open and ongoing dialogue with all internal campus constituencies. He engages in a series of open forums where all campus members are welcome to ask any questions or discuss any issues of interest or concern. He has hosted such events each semester since his arrival at WHCC. The forums have been well attended and the feedback has been very positive. He also conducts open forums on targeted topics as a means of gleaning feedback from all constituencies. (4B.85)

One of the best examples of communicating and working with the communities served is the passage of two general obligation bond measures in one year. In June 2008, Measure Q was passed by citizens in the northern part of the district. In November 2008, Measure C was passed by citizens in the Coalinga-Huron area of the district. After three failed attempts to pass general

obligation bond measures, the passage of Measures Q and C demonstrates the president communicates and works effectively with the communities served by the college. (4B.105, 4B.106)

Another example that demonstrates that the president works and communicates effectively is the partnerships that have been developed with communities. In the city of Mendota, the president was involved in the establishment of the Westside Institute of Technology on the Mendota High School campus. In the city of Coalinga, he partnered with the city to construct the first phase of the Coalinga Sports Complex. An MOU gives the college first priority of use for the soccer fields. In the city of San Joaquin, he partnered with the city to secure a facility to establish an outreach learning center. The president is working with the cities of Huron, Mendota, and Avenal to establish outreach learning centers for those communities. (4B.107, 4B.108)

The president looks for opportunities to bring people together to celebrate their successes and to encourage people to lead, to take risks, and to pursue their professional development goals. He acknowledges individual success and expresses thanks by sending personal notes to employees who have achieved significant professional or personal recognitions, projects, or milestones.

In fall 2007 the president began publishing the *President's Pen,* a monthly report that chronicles the college's events, activities, and accomplishments. This publication is available on the college website and the report is distributed to organizations, schools, and agencies on a regular basis. (4B.109) An annual report to the community has been published and distributed since 2007/08. (4B.103)

The president strives to have the college serve as the cultural and educational center of the community. This is realized through the college serving as the host to many community and regional events. WHCC annually hosts the WHAMOBASS hot air balloon festival which is attended by people from around the state. The college hosts the local Relay for Life and other community events and fund raisers. In the fall 2010 the president arranged for Karl Rove, former senior advisor to president George W. Bush, to speak at WHCC. Additionally, in the fall 2010 the president arranged for international acclaimed classical musicians from Italy to perform at WHCC in collaboration with the Coalinga Rotary Club. (4B.110, 4B.111)

Self Evaluation
The president is recognized in the community and statewide as a strong and effective leader who achieves quantifiable, quality results. Because of his commitment to ongoing,

straightforward communication, and strong presence in the community, WHCC continues to build on its well established and excellent reputation in the community and a high awareness of the services offered by the college.

Planning Agenda
None

IV.B.3   In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a   The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary
The West Hills Community College District has established policy that emphasizes the importance of communication from the colleges to the district and back to the colleges, as well the delineation of duties and authority of the separate entities within the college district. Board Policy 2430 delineates the operational responsibilities of the district and the colleges and Board Policy 3100 define the organizational structure of the district. (4B.10, 4B.112, 4B.113) Board Policy and Administrative Procedure 2431 define the responsibilities and levels of authority of the chancellor and college presidents in the functions of the district and colleges. The district conducted a function mapping survey during summer 2010 as a means of assessing the effectiveness of the delineation of operational responsibilities within the district and colleges. (4B.65, 4B.66, 4B.114)

The district created and posted new organizational charts effective October 1, 2009 that reflect the reorganization as approved by the board of trustees. The charts depict information flow through the college and the district organizational structures. (4B.115)

Self Evaluation
The West Hills Community College District has established board policies and administrative procedures which delineate the roles and responsibilities of the district and the colleges. The

function mapping survey conducted July 2010 indicates respondents are unclear where the functional responsibility for some services lies. In particular, those areas that have shared responsibility between the district and college received mixed responses from survey participants. Examples include video conferencing and admissions, records, and registration. (4B.114)

Reorganization of the district and college in 2009 provided opportunity for dialogue within the chancellor's executive cabinet and board of trustees meetings on the operational responsibilities of both new and existing positions. Dialogue contributed to the assessment of functional responsibilities which supported the college and district administrative reorganization. (4B.116, 4B.117)

Planning Agenda
None

IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary
The West Hills Community College District provides services and support to the colleges including human resources, grant writing, financial aid, marketing, payroll and business services, information technology, institutional research and planning, workforce development, and enrollment management. The district level administrators and directors have reporting relationships with the college presidents. (4B.115)

Self Evaluation
The college meets the standard. The district office of institutional effectiveness provides data and reports for the college to be used by faculty, staff, and administration to support program review, student success, curriculum, and planning at the college. (4B.90)

The district marketing department documents activities at the college and distributes information through newsletters, websites, and media outlets which inform the public of activities, mission and goals, and other issues and services pertaining to the college. (4B.118)

The office of business services processes the purchase requisitions and issues purchase orders for college purchases. The business office also processes accounts payable and accounts receivable for the college and since January of 2009 has processed all district payroll. (4B.119)

The district information technology services department maintains up to date technology for the college in keeping with the college mission of providing an interactive learning environment. This technology has allowed the college to conduct distance education classes via videoconference and online. The technicians travel across the district to assist with technical problems and new equipment installation at all locations. (4B.120)

The district grant development office works to identify and secure grants in support of college programs. Working with faculty and administration, the grant department has been very successful in obtaining funding for numerous programs. (4B.121)

The human resources department assists with the recruitment, screening, and interview logistics for the college. Personnel files, including performance evaluations, are maintained at the district office of human resources. (4B.122)

The college and district websites are designed and supported by the office of the vice chancellor of institutional effectiveness and enrollment management. The college is responsible for maintaining current information on program and department web pages. The district and college websites are interlinked facilitating ease of navigation for employees, students, administration, and the public who may access the web site for current information about the district and college. (4B.123)

The West Hills Community College District Foundation works to develop and nurture community support for programs at the college level. The efforts of the foundation include fund raising for academic scholarships and awards to aid students in their educational pursuits. The foundation also fosters symbiotic relationships between the college and the local communities served. (4B.124)

Financial aid services are managed and coordinated under the leadership of the district director of financial aid. As a centralized service, financial aid information sharing and communication across the colleges is transparent to the many students enrolled at both West Hills College Coalinga and West Hills College Lemoore. The coordination across the colleges allows for a financial aid experience with minimal disruption. (4B.125)

Planning Agenda
None

IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary
The district has developed a resource allocation procedure that provides for the fair distribution of resources adequate to support the effective operations of the colleges. Administrative Procedure 6225 clearly delineates the commitment of the board of trustees to maintaining viable colleges and centers and provides detail on resource allocation to support the operation of all district sites. (4B.9) Budget updates are provided on a monthly basis in many venues including board of trustees meetings by the vice chancellor of business services and human resources, at the meeting of the District Leadership Council, and at meetings of the Chancellor's Executive Cabinet. (4B.27, 4B.46, 4B.116) Members of these groups are encouraged and supported in sharing the budget information with their respective college constituencies. The information is passed to the college councils where it is communicated to members of staff and faculty.

The process of distributing new and replacement faculty positions is guided by the district's resource allocation procedure. WHCC has established a faculty hiring priority procedure in which prioritization is initiated by the Academic Senate and results in the president bringing requests to the Chancellor's Executive Cabinet. (4B.81) The process at the district level includes consideration of various factors including; the state's requirement of the 75-25 ratio of full-time to adjunct faculty, faculty obligation number, the 50% rule, and program review to achieve compliance.

The process of distributing new staff positions begins with prioritization at the colleges and district, after which the college presidents and district administrators meet in Chancellor's Executive Cabinet to advocate for new positions. There are several factors considered in the annual distribution of new staff positions including growth at each of the colleges, new facilities, new programs, and mandates. The process of distributing new staff positions does not use set formulas and is flexible, enabling the district to place new positions where they are most needed. (4B.81)

Self Evaluation
The resource allocation procedure is reviewed annually by the college and district. Administrative Procedure 6225 was approved by the board of trustees on November 15, 2005, and is reviewed annually. (4B.9) The annual review allows for comments and suggestions from staff, faculty, and administrators as the policy and procedure flow through the council recommendation process. Input and suggested revisions are brought forward to the chancellor

and board of trustees on the response tracking form used to coordinate the collaborative review process. (4B.126, 4B.127)

Planning Agenda
None

IV.B.3.d The district/system effectively controls its expenditures.

Descriptive Summary
The chancellor is responsible to the board of trustees for the administration of the district in accordance with the provisions of education code and the policies of the district. As such, the responsibility and accountability for resource management, budget development, and control of expenditures resides at this level. (4B.11)

Budget development processes have been established at the college level and at the district level. Board Policy and Administrative Procedure 6200 establish and delineate the budgeting process.   College income and expenditures are audited annually with the audit report being made public at board of trustees meetings. Recent audit reports have had no significant findings. (4B.8, 4B.9, 4B.39, 4B.40)

Control of expenditures is demonstrated by adequate general fund ending reserves each year. (4B.128 – 4B.132)

Fiscal Year	WHCC District Budget Allocation	WHCCD Budget Reserve	Reserve as % of WHCCD Budget
2009-2010	$31.40 m	$ 4.10 m	13.05%
2008-2009	34.68 m	1.90 m	5.49%
2007-2008	36.29 m	3.90 m	10.74%
2006-2007	38.35 m	5.40 m	14.07%
2005-2006	29.76 m	5.85 m	19.67%

Self Evaluation
The chancellor, vice chancellor of business services and human resources, and presidents effectively control expenditures. The administrative leadership and the oversight, checks, and balances inherent within the budget process provide an appropriate level of quality control. The

chancellor, with board approval, oversees the development of the budget and its allocations and expenditures while the daily operations and management of fiscal resources occur in the vice chancellor of business services and human resources' office. In addition, an annual audit conducted by an external accounting firm assesses the compliance of the district's financial operations with all relevant statutes, rules, and regulations.

Since the state budget difficulties began to emerge in 2008, the district has taken a proactive and forward thinking approach to expenditures. The actions taken include freezing general budget spending early in the fiscal cycle as a means of cost containment and implementation of furloughs for classified staff, faculty, and administrative employees. The freeze did not prevent spending necessary to maintain efficient operation of the college and district. Through extensive dialogue and negotiations, a collaborative plan for furlough days was approved for the 2009/10 fiscal year. (4B.133 – 136) The implementation of furloughs resulted in savings that allowed the district and colleges to retain all existing filled positions. When necessary to reduce spending, the shared governance process is used to acquire suggestions from the college constituencies to the board of trustees for budget reductions to decrease expenditures and increase the ending balance for the next fiscal year. Through this process the district has maintained requisite functions and positions during the state budget crisis which has led to significant numbers of layoffs across the statewide community college system.

Planning Agenda
None

IV.B.3.e   The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary
Authority flows from the board of trustees, through the chancellor, to the college presidents per Board Policy 2430, Board Policy 2431, and Administrative Procedure 2431. (4B.10, 4B.65, 4B.66) The college president serves as a member of the District Leadership Council and the Chancellor's Executive Cabinet, both of which provide a mechanism for communication between the district and the colleges. (4B.137) The chancellor holds monthly meetings with the college president. (4B.73) The college president is evaluated annually by the chancellor and is asked to develop annual goals. (4B.68) The college president provides updates to the board of trustees at each monthly board meeting. (4B.25)

Self Evaluation

The chancellor has given responsibility and authority to the college president to implement the district policies and procedures in a manner that is appropriate for the local college and community, without interference in day-to-day management decisions. The president is held accountable for the budget, operation, and management of West Hills College Coalinga as set forth in Board Policy and Administrative Procedure 2431.

Planning Agenda

None

IV.B.3.f The district /system acts as a liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

There are multiple avenues of communication between the colleges and the district. The district committees that provide information from the board of trustees and chancellor include Chancellor's Executive Cabinet ,which gives information to the presidents, and the District Leadership Council, which includes representation from both district and college staff. (4B.137) The information shared in meetings of the executive cabinet and leadership council is passed on to the college constituencies through the representative members at the district councils to the college councils including the College Planning Council and Academic Senate. (4B.75, 4B.138)

The chancellor provides updates to staff in the form of letters and memos as appropriate. Information is available from the marketing department which publishes an online employee newsletter containing articles about the district and the colleges. The MyWestHills College portal has been implemented which is home to many team sites that allow for the sharing of information between and among various groups. (4B.139, 4B.140)

The chancellor, as the chief executive officer for West Hills Community College District, as written in Board Policy 2430, provides leadership in defining goals, developing plans, and establishing priorities for the district. (4B.10) The chancellor leads districtwide planning agendas during administrative and board retreats held throughout the year. Four districtwide planning retreats and two board retreats are held each year. Participants include key district and college administrators. The chancellor established the chancellor's executive cabinet, which meets monthly and consists of the chancellor, vice chancellor of business services and human resources, vice chancellor of institutional effectiveness and enrollment management, vice

chancellor of educational services and workforce development, and the college presidents. (4B.141) The president holds president's cabinet meetings bi-weekly and College Planning Council (CPC) meetings to communicate with district administrators, college administrators, faculty, staff, and students on a regular basis. (4B.73)

Communication and collaboration on curriculum and instructional matters are discussed at District Education Coordinating Council (DECC) chaired by the vice chancellor of educational services and workforce development. The membership of DECC includes curriculum chairs, Academic Senate presidents, two faculty members, articulation officers, chief instructional officers, two student representatives, vice chancellor of institutional effectiveness and enrollment management, associate vice chancellor of educational planning, and the instructional operations manager. (4B.142, 4B.143)

Self Evaluation
The chancellor acts as the liaison between WHCC and the board. Informed dialogue between the district and college flows in both directions a district representative serves on each college council. (4B.78, 4B.79) The president meets with college administrators and councils, dialogues with internal and external campus constituents, and brings information to the chancellor's executive cabinet meetings. The chancellor then passes information to the board. The board, in turn, provides direction to the chancellor, who presents information to the president, who utilizes it at the college level with all constituencies.

Planning Agenda
None

IV.B.3.g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
The district strategic planning committee and the institutional effectiveness review are examples of tools used to evaluate the district governance and decision making process. Regular evaluations of the progress toward district goals provide input for possible changes in the district organizational structure. (4B.3, 4B.4) The West Hills Community College District used a function mapping survey as a tool to assess employees' understanding of the functions and responsibilities of each service area. The results of the function mapping survey and other

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internal surveys and reviews were shared in various meetings at the college and district level. (4B.114) Each district level function undergoes regular program review according to the established schedule as an additional means of assessing the effectiveness of each program and service. (4B.144, 4B.145)

Self Evaluation

Assessment and evaluation of the district role in assuring the integrity of decision-making and effectiveness in assisting the college meet their educational goals has been integrated into the routine practice of district cabinets, councils, and committees. The chancellor and president foster an environment that values feedback from all constituencies and have established open forums, planning retreats, cabinets, councils, and committees which are inclusive of all stakeholders and provide multiple venues for input into the decision-making process. (4B.52, 4B.75, 4B.79, 4B.80, 4B.85, 4B.92, 4B.137, 4B.142) Assessment and evaluation are conducted formally through the processes of program review, SLO assessment, and district and college goal measure of attainment. Informal assessment transpires through reflective dialogue, critical analysis of process and procedure, and task force meetings to address targeted issues such as workflow, early registration, or student debt.

After reviewing the shared governance structure at the district level, the chancellor combined the District Leadership Council and the District Council on Student Learning in September of 2007 to create a New District Leadership Council which has more representation from students, faculty, and administration in the district decision making process and reduced redundancy in the dissemination of information between the district and colleges. (4B.137)

Planning Agenda
None

Standard IV B: References

4B.1   WHCCD Board Policy 2410

4B.2   WHCCD Administrative Procedure 2410

4B.3   WHCCD Board Policy 3250

4B.4   WHCCD Administrative Procedure 3250

4B.5   WHCCD Board Policy 4020

4B.6   WHCCD Administrative Procedure 4020

4B.7   WHCCD Board Policy 6200

4B.8   WHCCD Administrative Procedure 6200

4B.9   WHCCD Administrative Procedure 6225

4B.10   WHCCD Board Policy 2430

4B.11   WHCCD Chancellor job description

4B.12   WHCCD Board Policy 214

4B.13   WHCCD Board Policy 2433

4B.14   WHCCD Administrative Procedure 2433

4B.15   WHCCD Board Policy 2010

4B.16   WHCCD Board Policy 2015

4B.17   WHCCD Board Policy 2100

4B.18   WHCCD Board Policy 2310

4B.19   WHCCD Board Policy 2710

4B.20   WHCCD Administrative Procedure 2710

4B.21   WHCCD Administrative Procedure 2712

4B.22   WHCCD Board Policy 2305

4B.23   WHCCD Board Policy 2510

4B.24   WHCCD Administrative Procedure 2510

4B.25   WHCCD Board of Trustees Minutes (Reports from Organizations), Samples

4B.26   WHCCD Policy and Procedure Review Schedule, 2009 – 2010

4B.27   District Leadership Council Minutes (Policy Review), Samples

4B.28   Academic Senate Minutes (Policy Review), Samples

4B.29   WHCCD Board Policy Routing Form, Samples

4B.30   Curriculum Action Reports (CAR), Samples

4B.31   WHCCD Board of Trustees Minutes (CAR), Samples

4B.32   WHCC Mission Statement

4B.33   WHCCD Website, Board of Trustees

4B.34   WHCCD Board Policy 6200

4B.35   WHCCD Administrative Procedure 6200

4B.36   WHCCD Board Policy 6305

4B.113 WHCCD Administrative Procedure 3100

4B.114 WHCCD Mapping Survey Results, summer 2010

4B.115 WHCCD Website, Organizational Charts

4B.116 Chancellor's Executive Cabinet Minutes (WHCCD Reorganization), Samples

4B.117 WHCCD Board of Trustees Minutes (WHCCD Reorganization), Samples

4B.118 WHCCD Website, News and Events

4B.119 WHCCD Website, Business Services

4B.120 WHCCD Information Technology Services Work Request Portal site

4B.121 WHCCD Director of Grants job description

4B.122 WHCCD Website, Human Resources

4B.123 WHCCD Vice Chancellor of Institutional Effectiveness and Enrollment Management job
        description

4B.124 WHCCD Website, Foundation

4B.125 WHCCD Director of Financial Aid job description

4B.126 WHCCD Board of Trustees Minutes, January 19, 2010

4B.127 WHCCD Administrative Procedure 6225 Routing Form, January 19, 2010

4B.128 WHCCD 2005 – 2006 Budget

4B.129 WHCCD 2006 – 2007 Budget

4B.130 WHCCD 2007 – 2008 Budget

4B.131 WHCCD 2008 – 2009 Budget

4B.132 WHCCD 2009 – 2010 Budget

4B.133 Budget Freeze email, K. Stoppenbrink 2009

4B.134 Budget Freeze email, K. Stoppenbrink 2010

4B.135 WHCCD/WHCFA Furlough Agreement, 2009 – 2010

4B.136 WHCCD/CSEA Furlough Agreement, 2009 – 2010

4B.137 District Leadership Council Membership

4B.138 Academic Senate Constitution

4B.139 WHCCD Chancellor's Updates, Samples

4B.140 WHCCD Portal site

4B.141 WHCCD District Meeting Calendars, Samples

4B.142 District Education Coordinating Council Membership

4B.143 WHCCD Vice Chancellor of Educational Services and Workforce Development job
        description

4B.144 WHCCD Program Review Template

4B.145 WHCCD Program Review Samples

Planning Summary

I.A.3   College Planning Council will evaluate the effectiveness of the recently adopted timeline for review of the college vision and mission statements by spring 2012.

I.A.4   College leaders will ensure that the college mission statement is incorporated into planning documents including agendas, minutes, reports, publications, and the resource allocation request form by spring 2011.

I.B.2   College goal subcommittee to convene and make recommendation to College Planning Council to update the college goal metrics to reflect the revision of college goal number four by May 2011.

I.B.6   The president will incorporate into the regularly scheduled President's Open Forum an explanation of the current fiscal year's resource allocation model by fall 2011.

I.B.7   The associate dean of student services will incorporate an Instructional Services Council report and a Curriculum Committee report as standing agenda items of the counselors and advisors monthly meetings by spring 2011.

II.A.1.a   Under the direction of the student Services Council, the college will form as educational plan subcommittee to implement a comprehensive implementation and assessment plan for student educational plans by May 2011.

II.A.1.b   The Instructional Services Council will review data regarding student success and retention in videoconferenced course sections during spring 2011.

II.A.1.c   Under the direction of the SLO Committee, faculty will assess SLOs at the course, program, and degree level according to the established timeline to assure completion of and compliance with a cycle of assessment by 2012.

II.A.2.b   SLO Committee chair to share comprehensive report highlighting pedagogical changes resulting from SLO assessment results with the faculty, Instructional Services Council, and College Planning Council by fall 2011.

II.A.2.d   The District Technology Council will make a recommendation during 2011 regarding the technology solution that will enable live web streaming and lecture capture as additional distance learning tools.

II.A.2.e   Instructional Services Council will establish a regular review of the effectiveness of program review and course level SLO assessment by fall 2012.

II.A.6.c   Curriculum Committee to develop policy on program discontinuance by fall 2012.

Administrators to assign areas of the college website to staff to assure accuracy and timeliness of publication of instructional policies and procedures by fall 2011.

II.B.1   Student Services Council and the department of Academic Training and Technology to development and implement enhanced online student services to serve local and distant students according to the timeline established in the distance education strategic plan.

II.B.2   Under the direction of the chief instructional officer, develop and deliver a college catalog and student handbook as an integrated document to support student learning by summer 2011.

II.B.3.a   The Student Services Council, in collaboration with faculty, will evaluate and revise the exit survey given all students petitioning for graduation to assess college services including the college's success in helping students complete their individual academic goals by spring 2012.

Implementation of the distance education strategic plan including the enhancement of online student services by 2012.

II.B.3.d   Chief student services officer will coordinate the planning of activities that will promote diversity beginning spring 2011.

Chief student services officer will lead development of a formal evaluation process to assess the success of cultural and diversity college events by fall 2011.

II.B.3.e   Matriculation coordinator, chief instructional officer, and chief student services officer will collaborate in leading further investigation into the disproportionate impact identified fall 2010 and develop a plan for remediation by fall 2011.

Matriculation coordinator, chief instructional officer, and chief student services officer will review the results of the placement tests validation study to determine the need to adjust cut scores for placement recommendations in English and math by fall 2011.

Matriculation coordinator, chief instructional officer, and chief student services officer will make recommendations for the implementation of ELS placement testing by fall 2011.

II.B.3.f   Director of academic and information systems will ensure all paper and microfiche records will be converted to digital format for permanent storage. Target completion of record conversion and destruction of paper files set for spring of 2012.

II.B.4   Under the direction of the chief student services officer, the college will formalize the process of SLO evaluation and dialogue to ensure student support services are improved to meet identified student needs by fall 2011.

II.C.1.b   Librarian to develop program and course specific online library guides to support instruction and highlight library materials by spring 2012.

II.C.1.c   Librarian will implement live library chat reference service to be prominently featured on the library website by fall 2012.

II.C.2   Librarian to develop and implement regular cycle of assessment of NDC and Coalinga library services by fall 2012.

III.A.1.c   District and college administrators to finalize *Checklist for Administrators Performing Faculty Evaluations* and conduct training in spring 2011. Implement utilization of checklist in 2011/12.

Office of Human Resources to modify position descriptions in spring 2011 for all management personnel to include a representative duty about responsibility for SLOs. All management personnel to begin including responsibility for SLOs in management performance evaluations by 2012.

III.A.1.d   WHCCD Board of Trustees to adopt a written code of professional ethics for all personnel by spring 2011.

III.B.1   College representatives on the district risk management committee, will conduct regular safety inspections of facilities and grounds to ensure a safe learning and working environment on all campus sites by fall 2011.

III.D.2.e   College Planning Council, in cooperation with the district office of grants, will consistently utilize the grant concept form to ensure that grant planning and acquisition are aligned with the college's mission and goals by fall 2011.

III.D.3   The vice president of educational services will convene a task force that will recommend additional performance indicators for college goal number four to CPC by the end of spring 2011.

IV.A.1   College Planning Council will develop a schedule for evaluation of governance council structures with input from all constituencies as part of the college planning process by fall 2012. (Also serves IV.B.2.b)

IV.A.2.a   Student affairs office will provide a formal orientation on the purpose and goals of the council or committee on which students have been invited to participate by spring 2012.

IV.B.1.d   Office of the chancellor to assure the district website is updated to include all board policies regardless of approval date by fall 2011. Policies that have not yet been updated under the Community College League of California Policy and Procedure Service number system will be marked as "Pending Review" and will be posted to the website.

IV.B.1.e   Office of the chancellor to assure that as board policies and administrative procedures are scheduled for review, the Policy and Procedure Review schedule is updated and posted on the website beginning spring 2011.

IV.B.2.b   College Planning Council will develop a schedule for evaluation of governance council structures with input from all constituencies as part of the college planning process by fall 2012. (Also serves IV.A.1)

Acronyms and Abbreviations

The following acronyms and abbreviations have been used within this document:

AA – Associate of Arts

ACCCA – Association of California Community College Administrators

ACCJC – Accrediting Commission for Community and Junior Colleges

ACRL – Association of College and Research Libraries

ACT – American College Testing

ADA – Americans with Disabilities Act

Ag – Agriculture

AIS – Academic and Information Systems

AOJ – Administration of Justice

AP – Administrative Procedure

ARCC – Accountability Reporting for the Community Colleges

AS – Associate of Science

ASB – Associated Student Body

ASSIST – Articulation System Stimulating Inter-Institutional Student Transfer

ATB – Ability to Benefit

ATT – Academic Technology and Training

BA – Bachelor of Art

BAM – California Community College Board of Governors

BOG – California Community College Board of Governors

BP – Board Policy

BS – Bachelor of Science

BSI – Basic Skills Initiative

Cal/OSHA – California Occupational Safety and Health Act

CAMP – College Assistance Migrant Program

CARE – Cooperative Agencies Resources for Education

CCAOE – California Community College Association for Occupational Education

CCCAA – California Community College Athletic Association

CCCCO – California Community Colleges Chancellor's Office

CCSSE – Community College Survey of Student Engagement

CDC – Child Development Centers

CELSA – Combined English Language Skills Assessment

CIO – Chief Instructional Officer

CLEP – College Level Examination Program

COP – Certificates of Participation

CPC – College Planning Council

CPEC – California Post-Secondary Education Commission

CPOST – Correctional Peace Officers Standards and Training

CRLA – College Reading and Learning Association

CSEA – California School Employee Association

CSH – Coalinga State Hospital

CSSO – Chief Student Services Officer

CSU – California State University

CTA – California Teachers' Association

CTE – Career Technical Education

CTEP – College Test of English Placement

DECC – District Educational Coordinating Council

DLC – District Leadership Council

DOT – Department of Transportation

DSPS – Disabled Students Program and Services

DTC – District Technology Council

Ed – Education

Ed. D – Doctorate of Education

EMP – Educational Master Plan

EOPS – Extended Opportunity Program and Services

ESL – English as a Second Language

FA – Fall

FAFSA – Free Application for Federal Student Aid

FDC – Facilities Development Council

FERPA – Family Education Rights and Privacy Act of 1974

FTEF- Full-time Equivalent Faculty

FTES – Full-time Equivalent Student

GASB – Government Accounting Standards Board

GED – General Education Development

GPA – Grade Point Average

HACU – Hispanic Association of Colleges and Universities

HEP – High School Equivalency Program
HIS – Hispanic Serving Institution

IIPP – Injury and Illness Prevention Program
IMPAC – Intersegmental Major Preparation Articulated Curriculum
IP – Internet Protocol
IPEDS – Integrated Postsecondary Education Data System
ISC – Instructional Services Council
ITS – Information Technology Services

JPA – Joint Powers Authority

KPI – Key Performance Indicators

LAN – Local Area Network

M&O – Maintenance and Operations
MDTP – Math Diagnostic Testing Project
MOU – Memorandum of Understanding

NDC – North District Center, Firebaugh
NISOD – National Institute for Staff and Organizational Development

Ph.D. – Doctorate of Philosophy

SAN – Storage Array Network
SEP – Student Education Plan
SFID – School Facilities Improvement District
SLO – Student Learning Outcome
SLOC – Student Learning Outcome Committee
SSC – Student Services Council
SSS – Student Support Services
SWACC – State Wide Association of Community Colleges

TAT – Technology Advisory Team
TES – Transfer Evaluation System
TRANS – Tax and Revenue Anticipation Notes
TTIP – Telecommunications and Technology Infrastructure Program

UB – Upward Bound

UBMS – Upward Bound Math and Science

UC – University of California

VTEA – Vocational Technical Education Act

WAN – Wide Area Network

WASC – Western Association of Schools and Colleges

WHCC – West Hills College Coalinga

WHCL – West Hills College Lemoore

WIT – Westside Institute of Technology

WHCCD – West Hills Community College District

WHCIST – West Hills Customer Information Support Team

WSCH – Weekly Student Contact Hours

MyWestHills – West Hills College portal