



# Focused Midterm Report

West Hills College Coalinga

300 Cherry Lane  
Coalinga, CA 93210



*Once you go here,  
you can go anywhere*

# Focused Midterm Report

March 15, 2008

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# **Vision**

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to the educational, social, cultural, and economic vitality of the region and the state.

# **Mission**

West Hills College Coalinga commits college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities and that we serve.

# Statement on Report Preparation

The preparation of this Focused Midterm Report began immediately following the accreditation team visit in 2005. The accreditation liaison officer assigned each of the planning agenda items identified in the self study to the college councils. The councils integrated the work of addressing the planning agendas into their ongoing council activities thereby ensuring that dialogue spreads throughout the college community. Upon receipt of the Commission's report, the president assigned faculty and an administrator to each of the six recommendations. The recommendation teams worked collaboratively with district staff, administration, college councils, and district committees in an effort to not only meet, but exceed the recommendations as set forth.

West Hills College Coalinga respectfully submits this Focused Midterm Report as a summary of the college's institutional progress made in response to the recommendations of the 2005 accreditation visiting team. This report has been prepared by two lead faculty serving as co-chairs in consultation with the Academic Senate president. In addition, assistance was provided by those administrators, faculty and staff members under the specific instructional, student services, learning resources, facilities, and technology areas whose responsibility involved addressing specific recommendations and planning agenda items identified in the 2004 institutional self study.

The college has made significant progress in meeting the recommendations set forth in 2005 and in carrying out the planning agenda items identified in the preceding self study. The institution has benefited from a collaborative collegewide approach to addressing the recommendations supported by the district. Each council and standing college committee has played an important role in the process of institutional improvement centered on accreditation.

## Focused Midterm Report Team Members:

Linda Amaya-Guenon – Faculty, Counselor

Pedro Avila – District Director of Institutional Effectiveness and Planning

Shaun Bailey – Director of Maintenance and Operations

Anita Bart – Faculty, Administration of Justice

Sandra Dagnino – Student Services Assistant

Lorna Davis – Administrative Assistant to the President

Carlos Diniz – Dean of Student Learning/CSSO

Dr. Carole Goldsmith – Director of Title V/Workforce Connection

Mark Gritton – Director of Athletics, PE, and Health

Arkady Hanjiev - Faculty, Math

Dr. Marcel Hetu – Director, North District Center

Troy Holsonbake – Faculty, Administration of Justice and Agriculture

Donna Isaac – Executive Assistant to the Chancellor

Dr. Willard Lewallen – President

Matt Magnuson – Faculty, Librarian

Faye Mendenhall – Faculty, Math

Mark Millett – PC and LAN Specialist II

Sandy McGlothlin – Report Co-chair, Faculty, Counselor

David Reynolds – Faculty, English and Humanities

Dr. Martha Rodriguez – Faculty, Counselor

Raquel Rodriguez – Associate Dean of Student Learning

Marlese Roton – Faculty, Counselor

Sarah Shepard – Faculty, Business

Jill Stearns – Dean of Student Learning/CIO, Accreditation Liaison Officer

Ken Stoppenbrink – Vice Chancellor Business Services

Hazel Tincher – Faculty, English

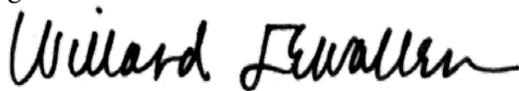
Jeff Wanderer – Faculty, Biology

Susan Kincade-Whitener – Dean of Learning Resources and Web Services

Brandy Wilds – Report Co-chair, Faculty, English

Kevin Wilds – Faculty, Political Science

Signed:

A handwritten signature in black ink that reads "Willard Lewallen". The signature is written in a cursive style with a large initial 'W' and a long, sweeping underline.

Dr. Willard Lewallen President, West Hills College Coalinga

# Board of Trustees Approval

**Board of Trustees**  
West Hills Community College District

Action  
Approved February 19, 2008

## Major Item of Business

**Recommendation** (Board of Trustees Agenda item CO-23)

**SUBJECT:** **Acceptance of Accreditation Midterm Report 2008**

Submitted by: Dr. Willard Lewallen, President, West Hills College Coalinga

Requested Action: It is recommended that the Board of Trustees accept the Focused Midterm Report requested by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Summary: This is a Focused Midterm Report as required by the Accrediting Commission for Community and Junior Colleges. The report must be submitted by March 15, 2008.

Public Comment: None

# Significant Changes at West Hills College Coalinga since 2005

There have been a number of significant changes at West Hills College Coalinga (WHCC) since the accreditation visit in March 2005. These include changes in leadership at several levels, a new administrative structure for student services and instruction, the acquisition of new resources, the completion of several construction projects, and the introduction and implementation of incorporating student learning outcomes (SLOs) at the course, program, and institutional level.

Leadership changes have included the hiring of a new college president, the appointment of a chief student services officer (CSSO), a chief instructional officer (CIO), and a new associate dean of student learning to support instruction. A new director is leading the North District Center and there is a new director of the Farm of the Future. The district director of institutional effectiveness and planning was renamed after web services were transferred under the umbrella of the district dean of learning resources and web services. The college requested and the Board of Trustees approved in fall 2007 the creation of director of student services to support the operational component of the student services area.

New resources have included a Title V grant in cooperation with University of California, Merced, an extension of the Carnegie grant for learning communities, college based Upward Bound and Upward Bound Math and Science funding, a new Career Technical Education Teacher Preparation Pipeline Grant, and a new allocation base resulting from SB 361.

New community collaborations have been formed with a cooperative agreement with Coalinga State Hospital and the City of Coalinga's Claremont Custody Center. West Hills College Coalinga is providing hospital peace officer training for Coalinga State Hospital in addition to the psychiatric technician training. A new security officer training course provides the first rung of what is now a complete career ladder in the area of

administration of justice. The Farm of the Future has a new Agriculture Technology and Sciences degree and partnerships with leading agriculture technology corporations. West Hills College Coalinga provides training for John Deere and TopCon employees at our farm. These vendors provide cutting edge technology for our students' use in laboratory settings.

A renewed focus has been placed on meeting the needs of our local communities. West Hills College Coalinga has hired an outreach counselor with primary responsibility to bring significant student service activities to the high school locations. The outreach counselor directs the admission application workshops, orientation to college sessions, and conducts registration sessions on the high school campuses to increase high school concurrent enrollment and ease the transition from high school to college. Additionally, WHCC is committed to the pledge of the Central Valley Higher Education Consortium (CVHEC) which includes building a college going culture through individual efforts to encourage young people to pursue higher education. The college has joined forces with local K-12 districts to form the Westside Institute of Technology (WIT) to bring enhanced vocational education opportunities to the west side of the central valley.

The result of these changes and collegewide efforts to address the recommendations of the accrediting commission serve to strengthen our commitment to the goal of ensuring student success.

# Response to the Recommendations of the 2005 Visiting Team

## 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).*

**Subcommittee members:** Arkady Hanjiev, Dr. Martha Rodriguez, Troy Holsonbake, Hazel Tincher, Jill Stearns, and Dr. Willard Lewallen.

**Assisted by district staff:** Susan Kincade-Whitener, Pedro Avila, and Dr. Carole Goldsmith

In order to address the quantitative measures of institutional effectiveness outlined in recommendation number one, the president and deans of West Hills College Coalinga first carefully reviewed the qualitative planning measures identified in the "Voices, Values, and Vision" strategic plan. Dialogue centered on the most effective means of developing and identifying quantitative measures ensued and models from several institutions were considered. In collaboration with the district director of institutional effectiveness and planning, it was determined that a maximum of impact could be had through leveraging the data available through the California Community College Chancellor's Office annual management information system reporting process and institutional effectiveness measures already incorporated in the district strategic plan.

In the spring of 2007 a task force (see subcommittee list above) was formed to draft qualitative 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 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. Input and feedback is currently being collected from the councils from which

revisions will be crafted. It is anticipated that the final version of the institutional level quantitative measures will be approved by the College Consultation Council in the spring semester of 2008, for implementation in 2008-2009.

The director of institutional effectiveness and planning will provide annual data to the college regarding the attainment of institutional performance indicators. This data will be shared across the campus through the councils affording the opportunity for reflection and dialogue for quantitative 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)*

**Subcommittee members:** Sandy McGlothlin, Jill Stearns, Jeff Wanderer, Brandy Wilds, Kevin Wilds  
**Assisted by district staff:** Pedro Avila

Immediately following the receipt of the Recommendation, 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 brought back. 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. Two courses were asked to be removed from the list because of coming 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, six additional courses were identified for inactivation. 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 Board of Trustees. Additionally, two programs were recommended for deletion and 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

*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).*

**Subcommittee members:** Jill Stearns, Sandy McGlothlin, Brandy Wilds, Kevin Wilds  
**Assisted by district staff:** Pedro Avila

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. Due to schedule conflicts, 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 fourteen 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 campus websites. It was found that each college makes their 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.

The process of developing a print format catalog has afforded the opportunity for detailed scrutiny of the catalog layout, content, and usability. The resultant product is much more user friendly and more closely aligned with the college mission and goals. Samples of the print catalog, class schedule, and initial application are available. West Hills College Coalinga is committed to continually make the catalog, class schedule, and college application available both online and in print.

#### **Recommendation 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 (Standard II.B.4).*

**Subcommittee members: Carlos Diniz, Arkady Hanjiev, Sandy McGlothlin, Marlese Roton**

It has been recommended 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 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.

The May 2004 accreditation self study survey indicated that over 56% of the students, 47% of the faculty and 65% of the staff/administrative respondents agreed that student support services are appropriate and comprehensive given the needs of our diverse student population. In addition to the survey conducted in May of 2004, the Student Services Council developed Student Learning Outcomes (SLOs) for all areas of student services. Currently, all of the student services programs have developed SLOs and will be assessing them on an annual basis beginning in 2008-09. The results of the data on student learning outcomes will be used to determine the effectiveness of the scope and delivery of current support services and the data will be used 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 will be available for all students who have petitioned to graduate and results of that survey will be available in the summer.

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 will serve as the benchmark for evaluation of future CCSSE survey results.

In the fall 2007, the college began the process of developing an updated educational master plan. An outline for the plan has been developed and the office of institutional effectiveness and planning is in the process of assembling all the relevant data and statistics that will be a critical component necessary for completing the plan. The plan will be developed with input from all programs, departments, services, and governance councils. Ultimately, the plan will be reviewed and approved by the college's highest level governance body, the College Consultation Council, which in turn will forward its action and recommendation to the college president.

## Recommendation 5

*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;*

**Subcommittee members:** Linda Amaya-Guenon, Faye Mendenhall, Sarah Shepard, Jill Stearns

**Assisted by district staff:** Donna Isaac, Susan Kincade-Whitener, Ken Stoppenbrink

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 most recently 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 dean of student learning for student

services, the dean of student learning 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 May 15, 2007. The Board voted to retain the policy without revision.

#### 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.

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. (Standard IV.B.3.f).*

**Subcommittee Members:** Anita Bart, David Reynolds, Jill Stearns, Kevin Wilds, Brandy Wilds  
**Assisted by District Staff:** Donna Isaac

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, Learning Resource Council, Curriculum, Academic Senate, College Consultation Council, and President's Council. The recommendations from the faculty go to the learning area representative on these councils. The recommendations are discussed and voted on in the councils. The decisions from the individual councils are then taken to the College Consultation Council. 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 Council. 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 Council 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 CTA 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.

From July 10-14, 2005, both college presidents from WHCCD attended the AACC Presidents Academy Summer Institute training. They attended workshops on communication, staff relations, leadership, resource development, and management.

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 to maintain a current strategic plan for the West Hills Community College District.

On August 10, 2007 the chancellor presented the state of the district report to all college employees and it covered the district strategic planning goals. The goals that were set forth were:

West Hills Community College District will annually achieve or exceed funded growth targets.

West Hills Community College District will focus marketing efforts on district-wide “stories.”

West Hills Community College District will annually increase community participation rates.

West Hills Community College District will annually improve transfer, completion and graduation rates.

West Hills Community College District will become the preferred choice of students through ongoing and active recruitment.

In December 2007, 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 clarity of decisions is the establishing of town hall meetings for WHC 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. Another town hall meeting will be held in the spring of 2008. The WHC Coalinga president is committed to holding town hall meetings in future years as an ongoing effort to provide clarification and to improve communication on the campus.

# Self Identified Planning Agendas

## Self Study Planning Agendas Summary

A great majority of the planning agendas identified through the 2005 Accreditation Institutional Self Study have been addressed through the activities and processes involved in the response to the recommendations of the 2005 visiting team. The following statements summarize the response by West Hills College Coalinga to the self identified planning agendas. Each of the identified agendas has been completed, resolved, or substantially addressed since the 2005 accreditation visit:

### Standard I: Institutional Mission and Effectiveness

No Planning Agenda

### Standard II: Student Learning Programs and Services

*Standard 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 students.*

#### PLANNING AGENDA:

The Academic Senate in conjunction with the College Consultation Council will develop a distance education philosophy statement.

The Academic Senate developed a distance education philosophy as follows:

In order to better serve our students, it is the philosophy of West Hills College Coalinga/North District Center to provide quality distance education that is equal to traditional (face-to-face) modes of instruction. West Hills College Coalinga distance education includes online, video conference and hybrid courses. The distance education program provides non-traditional learning opportunities for students working towards a degree, or for continuing education that would not be able to attend traditional modes of college education. This was approved by Academic Senate October 16, 2007.

Fully Implemented/Completed

Partially Implemented/Completed

*Standard 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.*

#### PLANNING AGENDA:

▼ The Curriculum:/General Education Committee will develop degree-level core student learning outcomes.

The Curriculum Committee, in conjunction with the SLO coordinator, have identified the five top programs in which students complete the major, general education and graduation courses in order to “petition for graduation” and receive a certificate, and/or Associate of Arts or Associates of Science degree. Faculty members in these degree programs will begin meeting spring 2008 to develop program level student learning outcomes. These programs are Liberal Arts, Business Administration, Administration of Justice Law Enforcement Option, and Administration of Justice Correctional Science Option. Since fall of 2006, the Psychiatric Technician Program has had program level student learning outcomes in place and is assessing those outcomes every semester. SLOs for courses, programs, certificates, and degrees will be fully implemented by the end of the 2008-09 academic year.

Fully Implemented/Completed

Partially Implemented/Completed

- ▼ The Instructional Services Council will incorporate the assessment of student learning outcomes into the program review process.

In the September 20, 2007 Instructional Services Council (ISC) meeting, it was determined that the best approach to the program review revision was a systematic study of each section of the current template. The process was top priority of the ISC for the 2007-08 academic year and the process began in October 2007.

Through collaborative review and detailed discussion of each section of the instructional program review template, the template was modified over the course of several meetings in the fall of 2007 to include data on course level SLO assessment as a standard component of the process. The Instructional Services Council will take action to approve the updated template in the spring semester of 2008.

Fully Implemented/Completed

Partially Implemented/Completed

*Standard 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.*

PLANNING AGENDA:

- ▼ The Student Services Council (SSC) will collaborate with the District Director of Institutional Effectiveness and Planning, to implement the inclusion of research data and analysis in the student support services program review process.

The CSSO met with the director of institutional effectiveness and planning in February of 2006 to discuss this planning agenda. The institutional effectiveness and planning office previewed program review models at an administrative retreat in August of 2006 and discussed how the district's data warehouse can be accessed to include data for these models. The matriculation coordinator and the institutional effectiveness and planning office reviewed the research standard of the current Matriculation Plan which outlines major components of the student services process, and requested that data be included in the revised plan due in October 2007 to the Systems Office. The revision submitted in October of 2007 did include the components as requested.

Fully Implemented/Completed

Partially Implemented/Completed

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

*Standard 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 services location or delivery method.*

PLANNING AGENDA:

- ▼ The Student Services Council will evaluate the effectiveness of student support services current delivery modes and develop a plan to maximize student contact.

The student services program staff have been meeting since fall 2006 to develop program level student learning outcomes and evaluate how these outcomes ensure that services meet the needs of the

student population. Access to support services has improved with increased use of technology. One of the student learning outcomes for this area is assessing the students' need for help with the online application for admission, registration, etc. to determine how the service delivery can improve in these areas. Increased staffing in student services with an additional FTE cashier/student services technician, a full time financial aid position, and the reorganization of the building lends itself to expedited services. Now, students are able to use the computer banks in student services to apply to the college, get financial aid help, find the schedule for the assessment test, and see a counselor or advisor in the same initial visit to the campus.

In 2005 and 2006, the Student Support Services (SSS) Program, Upward Bound Program, and student services launched electronic and paper newsletters to inform students and staff of the various services, deadlines, and information pertinent to those programs and staff at the college. The Merlin newspaper was reinstated after many years of no publication, and provides the college constituents with editorials and perspectives from faculty, students and staff. A new newspaper, The Barbary Times, was initiated to serve the students and staff of the North District Center.

The Student Services Program Review process is in place to internally review and plan for improvement in all aspects of services.

See Planning Agenda for Standard II.B.4 and the outcomes of the secret shopper evaluation and the student satisfaction survey.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Student Services Council, the Instructional Services Council and the College Consultation Council will develop a plan to heighten awareness of students, faculty, staff, and administrators regarding the plethora of student support services offered by WHC Coalinga.

Beginning as early as January of 2005 and continuing, during Flex and Duty Day activities are scheduled for faculty, staff, and administrators before the start of each semester, student services, faculty, the office of instruction, and the College Consultation Council are committed to plan in-service workshops and seminars designed specifically to address awareness of student support service offerings. Examples of such workshops include Disabled Students Programs and Services' activities including an exploration of the lab and location, library services, the referral process, early alert, orientation, and new student athlete orientation. Representatives from student services provide input in the planning process of every Flex Day activity in order to inform staff of all aspects of the program.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard 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 of improvement.*

#### PLANNING AGENDA:

- ▼ The Student Services Council will collaborate with the institutional research office to develop a student satisfaction survey to be administered in 2004-2005.

The SSC and the institutional effectiveness and planning office developed a student satisfaction survey which was administered shortly after the accreditation visit. Students were encouraged to fill out a questionnaire and drop it off at various locations on campus (library, residence hall, student services). Results of this survey indicate a very high level of satisfaction with services on the Coalinga campus and at the North District Center.

During the fall 2004 and spring 2005 semesters, the SSC in coordination with the institutional effectiveness and planning office developed a secret shopper activity where graduate students from CSU Fresno were asked to assess student services. The students visited four community colleges – WHC Coalinga, WHC Lemoore, Fresno City College, and College of the Sequoias and document their observation in the following areas:

- Facilities
- Student Friendliness
- Front Desk Service
- College Information and Materials
- Enrollment Information and Support
- Counseling/Advising Services
- Financial Aid Information

In the seven areas, WHC Coalinga was ranked first in front desk and counseling/advising services, second in college information, cleanliness, financial aid, student friendliness, and enrollment information and support, and ranked third in the location of our facilities. This comparison of larger community colleges shows that students who access key services at WHC Coalinga experience an above average level of satisfaction in those areas with the strongest emphasis on face to face student contact.

The CCSSE survey was implemented in the spring of 2007 affording the comparison of West Hills College Coalinga to similar colleges in the cohort. WHCC outperformed other colleges in the cohort in this nationally normed measure of institutional practices. The president and the Academic Senate, in collaboration with the office of institutional effectiveness and planning, have committed to ongoing participation in the CCSSE evaluation process.

#### Fully Implemented/Completed

#### Partially Implemented/Completed

- ▼ The Student Services Council through dialogue with faculty and student support personnel will develop and implement a plan for establishing assessment methods, including student learning outcomes, for student services programs.

As this is an ongoing process at all institutions across the state, WHC Coalinga is continually in dialogue and meets monthly with faculty and student support staff in the student learning outcomes process. In March of 2006, the CIO established a student learning outcomes team. This team immediately developed a timeline for the initial development of outcomes to concentrate on instructional courses. In the fall of 2006, student services collaborated to develop SLOs for the program. The quality, rigor, and effectiveness of student support services are ensured by the program review process which incorporates these student learning outcomes. For the self study, the May 2004 survey indicates that over half of the students, 46% of the faculty and 65% of the staff and administration agree that student support services are appropriate and comprehensive.

The availability of scanned information on all students provided by a document management system has allowed any staff member with access to view students' academic records on a need to know basis, but

more specifically, counselors and advisors can quickly view transcripts, test scores and other important information to making more expedient critical decisions which facilitate the students' academic planning.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

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

*Standard 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.*

#### PLANNING AGENDA:

- ▼ The Learning Resources Council (LRC) and College Consultation Council (CCC) will find the necessary resources to staff NDC a minimum additional 19 hours per week by fall 2005.

Beginning fall 2006, the library at North District Center has been open and staffed an additional 19 hours per week making the hours library services are available to students at the center a total of 38 hours per week.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Learning Resources Council and the College Consultation Council will address resurrecting the plan to centrally coordinate tutoring for all programs campus-wide by fall 2006.

In fall of 2006, the tutorial center coordinated services with the Educational Opportunities Programs & Services (EOP&S) and the Student Support Services (SSS) Programs to refer all their students requiring tutoring to the Library Tutorial Center.

Although the Disabled Students Program & Services (DSP&S) continues to offer tutoring to their eligible students in the DSP&S program lab, the tutorial center is working on arranging additional hours to tutor DSP&S students when the lab is closed.

Additionally, a Cooperative Title V grant with University of California, Merced, focused on student success and retention, has provided the opportunity for expansion of tutorial service hours and scope of services in Coalinga and at NDC.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Learning Resources Council will develop a plan to increase student, faculty, and staff awareness regarding services provided by learning resources.

The librarian regularly makes presentations at faculty and student events with the goal of increasing awareness of learning resource center services. Examples of presentations include:

- Flex day activity (August 2006)
- Student Athlete Orientation (August 2006 & 2007)
- International Student Orientation (August 2006 & 2007)
- Adjunct Faculty Orientation (January 2007)
- Classroom presentations (Fall 2007)
- Duty Day presentation (January 2008)
- Library tours (Fall 2007, Spring 2008)

Collaboration with faculty, administrators, and the Associated Student Body organization has resulted in student library tours, class visits, library material displays, and special events held in the library and learning resource center. The library hosted the spring 2007 student art show and community open house which increased the visibility of the library among the local community.

In addition, flyers, bookmarks, and website information advertising the learning resource center have been produced and distributed to students and faculty.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Learning Resources Council will develop a plan to track all tutoring that occurs at WHC Coalinga and NDC.

The tutor coordinator collects statistics each month from all tutors and compiles the statistics in a spreadsheet. The course, NC-100 (supervised tutoring), also acts as a tracking tool for all students receiving tutorial services in the library learning resource center. In an effort to reduce the man hours required to track tutoring hours, the district recently purchased SARS tracking system that will serve as an automated tracking mechanism for all tutoring services. SARS is scheduled for implementation in the spring of 2008.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Learning Resources Council will make recommendations to the College Consultation Council to secure budget funding to improve the library collection at the Coalinga and NDC libraries.

Over the past two years, the library materials budget has been augmented through a Cooperative Title V grant and a Carnegie Foundation grant to improve the learning resources collection at both the Coalinga and North District Center sites. Instructors developing five year reviews or new courses approved through curriculum have to contact the librarian to discuss whether or not the library learning resource center has sufficient resources available to support the course and discipline. If so, the curriculum form is approved and submitted with the course. If there are not sufficient resources identified, the librarian and instructor can then dialogue how the resources for the course or program in question could be acquired. Additionally, a community gift of \$20,000 was received in the fall of 2005 to enhance collection development. The Learning Resources Council can make recommendations for budget augmentations through the college's annual budget development process.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard II.C.1b: 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.*

PLANNING AGENDA:

- ▼ The Learning Resources Council will collaborate with the curriculum/general education committee to ensure information competency skills will become a key component of instruction to students.

Faculty and the Curriculum Committee have discussed the addition of adding a competency-based course to the Associate of Arts/Science degree as a requirement for graduation. Currently, the Curriculum Committee does not have plans to bring forth such a course.

The institution provides ongoing instruction for library services.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard 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.*

PLANNING AGENDA:

- ▼ The Learning Resources Council will develop a plan to improve regular evening support for media service resources.

In March 2007, a full-time media assistant was hired. The media assistant works a flex schedule that affords both day and evening instructional support. In addition, library learning resource center (LLRC) staff members are cross-trained to be able to assist with media services when the media assistant is not available. This two pronged solution has filled the media support services gap for faculty.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Learning Resources Council will develop a plan to inform students and faculty about the services and resources available in the remodeled and enlarged learning/library resource center.

The librarian regularly makes presentations at faculty and student events with the goal of increasing awareness of LLRC services. Examples of presentations include:

- Flex day activity (August 2006)
- Adjunct Faculty Orientation (January 2007)
- Student Athlete Orientation (August 2006 & 2007)
- International Student Orientation (August 2006 & 2007)
- Classroom presentations (Fall 2007)
- Duty Day presentation (January 2008)
- Library tours (Fall 2007, Spring 2008)

Collaboration with faculty, administrators, and the Associated Student Body has resulted in student library tours, class visits, library material displays, and special events held in the LLRC.

In addition, flyers, website marketing and bookmarks advertising the new LLRC services, hours, and staffing have been available and distributed to students, faculty and staff.

- ▼ The Learning Resources Council will develop a plan to increase the number of hours each day that students can acquire tutorial assistance.

During the fall semester of 2006, a new model of walk-in tutoring was established making tutoring services available on demand. Tutoring services now includes both walk-in and peer to peer scheduled tutoring. As of the fall semester 2007, the tutorial center is open for a total of 44 hours weekly and will continue this schedule until funding affords further expansion.

In spring 2007, West Hills College Coalinga began offering rich-feedback-based online tutorial services in the areas of cross-disciplinary basic writing skills and all lower division math. Through the established practice of faculty referrals, students receive tutoring in their online courses upon request.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard 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.*

#### PLANNING AGENDA:

- ▼ The Learning Resources Council will develop student learning outcomes for the library, tutoring, and media services.

The LLRC has gone through significant staffing changes since the accreditation visit. The college has acquired a full-time librarian beginning fall 2006. The faculty librarian has subsequently hired support staffing for the LLRC which more fully meets the needs of students and faculty.

In the spring of 2008, the LLRC and its associated programs (library, tutoring, computer lab, and media services) will undergo a program review. As part of the review process, student learning outcomes will be developed for all the library and media services. Student learning outcomes have been developed for the tutorial center through the curriculum review process of the NC-100 Supervised Tutoring course.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Learning Resources Council will improve the evaluation process by developing key performance indicators that clearly mark the LLRC's contribution to student learning outcomes.

As the LLRC program review process takes place in the spring of 2008, developing student learning outcomes is a priority. The program review will incorporate student learning outcomes and key performance indicators for a broad evaluation of all related services.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

## Standard III: Resources

*Standard III.A.1.c: Faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

### PLANNING AGENDA:

- ▼ The Academic Senate and Instructional Services Council will make recommendations to the faculty bargaining unit and the district on how the student learning outcomes should be included in the evaluation process of full- and part-time faculty.

It has been determined that it is inappropriate for the Academic Senate or the Instructional Services Council to make these recommendations because they are not involved in collective bargaining.

#### **Item removed from planning agenda.**

- ▼ The Student Services Council, the Learning Resources Council, and the College Consultation Council will make recommendations to the classified bargaining unit and the district on how student learning outcomes should be included in the evaluation process for classified staff.

It has been determined that it is inappropriate for the Student Services Council, the Learning Resources Council, or the College Consultation Council to make these recommendations because they are not involved in collective bargaining.

#### **Item removed from planning agenda.**

*Standard 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.*

### PLANNING AGENDA:

- ▼ The Instructional Services Council will assess the impact of potential faculty retirements on instructional services for 2005-2010.

During a district administrative retreat before the fall 2007 semester, the interim director of human resources presented data on faculty retiree eligibility and led discussion on ways to increase recruitment of potential faculty.

The fall semester of 2007, brought an exploration of alternate and innovative means of faculty recruitment to the Instructional services Council. This has become an ongoing discussion item at Curriculum Committee, ISC, College Consultation Council, and President's Cabinet meetings. A districtwide committee has been formed to develop a plan for recruiting faculty and enhancing diversity among the certificated and administrative staff. This committee held their first meeting December 11, 2007. The committee understands that this issue is one of significant concern across the state and is seeking out opportunities to engage in dialogue with other colleges in an effort to find creative means of increasing diversity.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Student Services Council will assess the need for student support staffing as a result of increased enrollments, remodeled and expanded facilities, and development of new programs and services.

Fall semester of 2005, the job description for the admissions and records assistant was revised to include expanded student services responsibilities to enhance the matriculation activities for enrolled students.

Spring semester 2005, the counseling and advising meetings focused on improving the tracking of student contacts in the MATI (matriculation) screen on the Datatel system. MIS reporting has shown a great improvement in the number of contacts for counseling and advising staff. This data is also important for MIS reporting for matriculation purposes. Follow up training has led to improved reporting compliance and increased awareness of the importance of student contact tracking.

District and administrative approval provided the opportunity to create and hire an outreach counselor position for Coalinga during the fall semester of 2005. Job responsibilities focus on the outreach activities to service area high schools. There has been a significant increase in the number of high school students attending West Hills College Coalinga since this position was implemented.

Spring semester of 2006, faculty and staff were invited to planning meetings for their input on the potential for a facilities remodel in the event of a local bond initiative on the March ballot. Discussions and meetings were also held for the possibility of a remodel project on the residence halls to better meet the needs and expectations of students.

Fall semester of 2007, student services staff revised the program review process to include student learning outcomes in their self study template. The student services department program review is serving as the model for other non-instructional program reviews.

A career center technician position was created to staff the Transfer and Career Center in Coalinga as a means of expanding services to students.

Plans were developed during the fall 2007 semester to relocate one of the student services programs into unused facilities on campus to improve effectiveness and efficiency of services.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

- ▼ The Instructional Services Council will develop a faculty hiring plan in consultation with the Academic Senate as part of the Educational Master Plan for presentation to the College Consultation Council.

In September 2007, restructuring of the Instructional Services Council with a renewed focus on faculty needs was initiated. Incorporation of a plan for staffing was part of the fall agenda. This was accomplished through the use of the established tenure track faculty position request process. Several of the identified positions have already been filled, including four health careers instructors, and a prioritized list exists for filling future openings. This is a data driven process that incorporates enrollment data, trends, and productivity (WSCH/FTEF).

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard III.A.6: Human Resource planning is integrated with institutional planning. The institution systematically assesses and uses the results of the evaluation as the basis for improvement.*

PLANNING AGENDA:

- ▼ The College Consultation Council will develop a systematic process for evaluating personnel needs and use the results as a basis for improvement in meeting the college's staffing needs.

On February 23, 2006, the College Consultation Council adopted a formal process titled Procedure and Determination in Hiring Faculty. This includes a rating form for faculty replacements and growth positions. The rating form is used when the CIO communicates with the Academic Senate president, the Instructional Services Council, and the president. This process was used in the fall of 2006 and again in 2007 to facilitate consideration of a broad range of factors in the development of a plan to meet staffing needs. This is a data driven process that incorporates enrollment trends and productivity measures (WSCH, FTES, WSCH/FTEF)

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard III.C.1.c.: The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure, and equipment to meet the institutional needs.*

PLANNING AGENDA:

- ▼ The College Consultation Council will develop in concert with the other college councils a systematic plan for evaluating, improving and upgrading its technological infrastructure.

The information technology services (ITS) department just completed their first program review in 2006. The College Consultation Council took action to accept the program review on March 22, 2007 which calls for the development of a new district wide technology strategic plan to guide the evaluation and development of infrastructure and equipment to meet college needs.

The information technology services department provides and supports the underlying technology infrastructure that allows all functions and services of the district and its institutions to be carried out. Nearly every single function performed throughout the district touches technology in some way. The districtwide ITS program review conducted in 2006 concludes that the department serves to support faculty, staff, administration, and students in every facet of the educational process.

ITS is guided in its ongoing evaluation and improvement process of technology resources by the technology strategic plan, the West Hills Customer Information Support Team (WHCIST) and the Technology Advisory Team (TAT). The representatives who serve on these committees are district and West Hills College Coalinga staff who also serve on various councils according to the ITS program review of 2006. A comprehensive technology strategic plan developed in 2002 has been carried out. The district is in the process of refining a new technology strategic plan which will guide the development and growth over the next five years.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard III.D.2.a.: Financial documents including the budget and independent audit, reflects 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.*

PLANNING AGENDA:

- ▼ The district vice-chancellor of business services will work with the district auditors to develop financial documentation that explicitly reflect fiscal support for student learning programs and services.

Quarterly reports filed by the district vice-chancellor of business services and submitted to the chancellor's office show fiscal accounting for all funds including general, restricted, enterprise and capital outlay. This report becomes the source document for the yearly auditors review on the colleges' resource allocation.

The stated purpose of Administrative Procedure 6225 Resource Allocation approved November, 2005 and revised May 2007 is to provide an understandable methodology to the practice of allocating resources to the cost centers of the district for the development of comprehensive budgets for the individual college operations.

Item #3 of the Allocation Fundamentals (Distribution of Fiscal and Human Resources) states that "resources will be allocated to the colleges for the purpose of prioritizing and planning the human resources, support and academic programs desired by the colleges which are determined by the internal planning processes at the college level". The college continues to follow the budget development process which incorporates program review as a guiding element in resource allocation. The College Consultation Council is responsible for the development and approval of the annual college budget proposal

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard 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.*

PLANNING AGENDA:

- ▼ The College Consultation Council will develop an assessment procedure for evaluating the effective use of financial resources for improvement of student learning.

Item #4 of Administrative Procedure 6225 Allocation Fundamentals states that resources will be allocated to colleges for the purpose of prioritizing and planning human resources, support programs and academic programs desired by the colleges which are determined by the internal planning processes at the college level. These planning processes include program review, assessment of performance indicators, budget development, and the assessment of SLOs. All of these processes provide an opportunity to evaluate the effective use of financial resources. AP 6225 contains a provision to review the effectiveness of the resource allocation model on an annual basis.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

## Standard IV: Leadership & Governance

*Standard 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.*

### PLANNING AGENDA:

In February 2007, the Board of Trustees began developing a trustee handbook as a resource for all board members and to facilitate new member orientation along with continued board development. At a Board of Trustees retreat on February 1, 2008 the board reviewed another draft of the handbook. It is anticipated that the handbook will be finalized during the spring 2008.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard 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.*

### PLANNING AGENDA:

▼ The WHCCD Board of Trustees will revise its code of ethics to include a clear policy for dealing with code violators.

AP 2715, Code of Ethics/Standards of Practice, was approved by the Board of Trustees on January 24, 2006.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

*Standard IV.B.3.c: The district/system provides fair distribution of resources that are adequate to the support of the effective operations of the colleges.*

### PLANNING AGENDA:

▼ WHCCD will develop an allocation model for the fair distribution of resources to the colleges.

The stated purpose of Administrative Procedure 6225 Resource Allocation, approved November 2005 and reviewed May 2007, is to provide an understandable methodology to the practice of allocating resources to the cost centers of the district, thereby affording the development of comprehensive budgets for the individual colleges and district operations.

**Fully Implemented/Completed**

**Partially Implemented/Completed**

## **UPDATES TO SUBSTANTIVE CHANGE PROPOSALS**

There have been no substantive changes since the last self study and there are not any planned for the immediate future.

## **CONCLUSION**

The process of engaging in and completing the activities described in this report strengthened the collaboration between college and district staff in the attainment of common goals. Through meetings, study sessions, and workshops, the successful development, implementation, and review of several key board policies and administrative procedures have been carried out. These serve to formally institutionalize the practices of our multi-college district.

West Hills College Coalinga anticipates ongoing open dialogue and collaboration with our sister college, West Hills College Lemoore, and with the district office as we continue the journey forward. Our ability to service students is enhanced by the opportunity to evaluate the effectiveness of our institution and to focus our efforts on improving student success.