

INSTITUTIONAL SELF-STUDY FOR AFFIRMATION OF ACCREDITATION

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

**WEST HILLS COLLEGE COALINGA
300 CHERRY LANE
COALINGA, CA 93210**

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INTRODUCTION

HISTORY OF WEST HILLS COLLEGE COALINGA

West Hills College Coalinga (WHCC) is a member of the 109-campus California community college system. Several transformations have occurred in the past 73 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 on Cherry Lane near the northern limits of Coalinga began, 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 Tranquility 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 leases to the college to house NDC. The building includes classrooms, a computer lab, offices, a small library, and study spaces for students.

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 continues to transition from a single college- to a multi-college district.

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

DEMOGRAPHIC INFORMATION

West Hills College Coalinga (WHCC), including North District Center (NDC) is part of the West Hills Community College District (WHCCD), which also includes West Hills College Lemoore (WHCL). WHCCD serves a 3,464-square-mile agricultural district in California’s San Joaquin Valley, which includes large portions of Fresno County and Kings County, as well as parts of San Benito, Monterey, and Madera Counties. About 86 percent of local residents are first-generation Americans, and many are migrant farm worker families. Median personal income is \$17,000, unemployment is well above 20 percent, and the region’s college completion rate is under 10 percent.

WHCC is located in southwest Fresno County on State Highways 33 and 198, approximately twelve miles west of Interstate 5, almost midway between Los Angeles and San Francisco. The population (2000 census) for Coalinga is 11,668. The college also serves the rural communities of Huron (6,306), Mendota (7,890), Firebaugh (5,743), San Joaquin (2,959), Tranquillity (813), and Avenal (14,675). The college is located on a forty-acre campus, has a 137-acre campus farm, a 230-acre new farm, and one off-campus center in Firebaugh, approximately 55 miles northeast of Coalinga. The main college campus has two residence halls housing 180 students, and offers an extensive transportation system utilizing mini-vans.

The majority of students at the Coalinga campus has traditionally been, and continues to be, Hispanic:

West Hills College Coalinga Fall 2001 – Fall 2004

Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004	
American Indian	18	1.1%	13	0.9%	11	0.9%	16	1.0%
Asian	56	3.5%	55	3.9%	39	3.3%	50	3.2%
African American	173	10.8%	128	9.0%	91	7.6%	122	7.9%
Filipino	12	0.7%	10	0.7%	7	0.6%	16	1.0%
Hispanic	821	51.2%	782	54.8%	668	56.1%	708	46.0%
Pacific Islander	13	0.8%	8	0.6%	8	0.7%	14	0.9%
Caucasian	495	30.9%	395	27.7%	335	28.1%	556	36.1%
Other	2	0.1%	7	0.5%	12	1.0%	8	0.5%
Unknown	14	0.9%	30	2.1%	20	1.7%	49	3.2%
Total	1,604		1,428		1,191		1,539	

Age trends at the Coalinga campus have changed during the past four years, with an increase in the percentage of students age 19 or below, and a decrease in students between the ages of 20-24:

WHC Coalinga – Age Trends Fall 2001 - Fall 2004								
Age	Fall 2001		Fall 2002		Fall 2003		Fall 2004	
<19	45	3%	103	7%	314	26%	541	35%
20-24	685	43%	720	50%	446	37%	460	30%
25-29	230	14%	186	13%	124	10%	180	12%
30-49	504	31%	326	23%	230	19%	282	18%
50>	140	9%	93	7%	77	6%	76	5%
Total	1,604		1,428		1,191		1,539	
Average Age	31		28		27		26	

Gender trends for the past four years at the Coalinga campus indicate a large increase in female enrollment. The change is partially due to courses no longer being offered at Claremont Custody Center and the move of the truck driving program from Coalinga to Lemoore.

WHC Coalinga - Gender Trends Fall 2001 - Fall 2004			
Fall	n	F%	M%
2001	1,604	46%	54%
2002	1,424	50%	50%
2003	1,191	56%	44%
2004	1,539	62%	38%

The number of students at the Coalinga campus whose educational goal is to obtain an associate degree and transfer has increased significantly since fall 2001:

WHC Coalinga – Educational Goals Fall 2001 - Fall 2004									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		
Obtain A.A. & Transfer	254	16%	331	23%	329	28%	512	33%	
Transfer Without A.A.	17	1%	74	5%	99	8%	139	9%	
Two Year A.A. Without Transfer	43	3%	64	4%	80	7%	130	8%	
Two Year Vocational Degree Without Transfer	20	1%	12	1%	13	1%	12	1%	
Earn Vocational Certificate Without Transfer	43	3%	48	3%	33	3%	43	3%	
Discover/Formulate Career Interest, Plans, Jobs	29	2%	25	2%	22	2%	19	1%	
Prepare for New Career	64	4%	50	4%	40	3%	33	2%	
Advance in Current Job/Career	59	4%	23	2%	25	2%	17	1%	
Maintain Certificate or License	17	1%	39	3%	18	2%	17	1%	
Educational Development	60	4%	88	6%	37	3%	37	2%	
Improve Basic Skills in Reading, English, or Math	36	2%	36	3%	31	3%	15	1%	
Complete Credits for High School Diploma or GED	32	2%	25	2%	24	2%	28	2%	
Undecided	368	23%	261	18%	213	18%	283	18%	
Uncollected/Unreported/Not Applicable	562	35%	352	25%	227	19%	254	17%	
Total	1604		1428		1191		1539		

Enrollment trends

Longitudinal enrollment data for 1993-2001 is only available for WHCCD and indicates a steady increase (39.9%) in the number of students attending classes in the district.

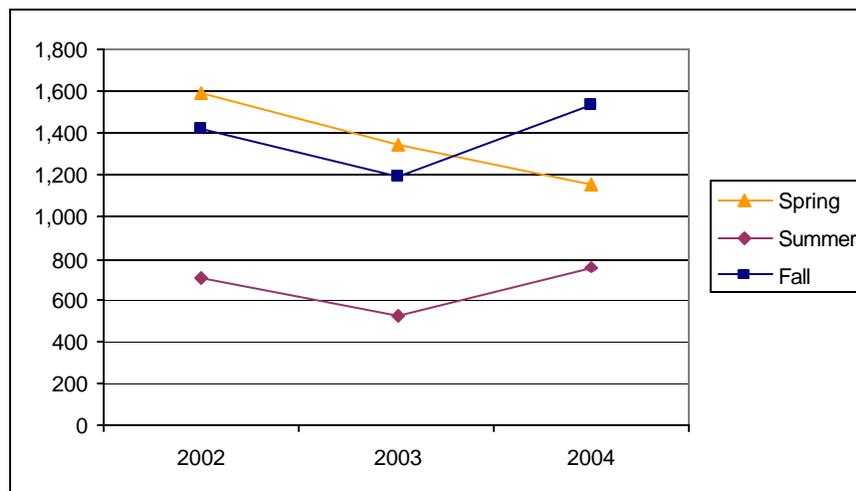
WHCCD Enrollment by Session 1993-2001

Term	1993	1994	1995	1996	1997	1998	1999	2000	2001
Spring	2,873	2,692	2,937	2,506	3,565	3,739	4,121	4,214	4,349
Summer	1,149	1,442	1,453	1,464	1,784	2,080	2,089	2,144	2,445
Fall	2,735	3,476	2,324	3,376	3,307	3,463	3,450	4,031	4,549

However, enrollment data for fall 2002-2004 for WHCC indicates that enrollment decreased during 2002 (11.2%) and 2003 (16.4%). Three events contributed to the decrease: 1) The WHCC contract to teach courses at the Claremont Custody Center, which averaged 75 students per semester, ended in 2003; 2) the truck driving program, which averaged 163 students per semester, was moved to WHCL in 2002; and 3) the number of course sections offered in 2002-2003 was decreased due to the state budget cuts. However, enrollment for fall 2004 at WHCC indicates an increase (22.6%) over fall 2003.

WHCC Total Enrollment 2001-2004

Term	2001	2002	2003	2004
Spring	1,648	1,587	1,342	1,155
Summer	832	704	520	760
Fall	1,604	1,424	1,191	1,539



The percentage of full-time students at WHCC has also increased in the past four years.

WHCC Unit Loads				
	Part Time		Full Time	
Fall 01	1095	68%	509	32%
Fall 02	854	60%	574	40%
Fall 03	666	56%	525	44%
Fall 04	675	44%	864	56%

The decline in enrollment in 2002-2003 and 2003-2004 is also reflected in a decrease in resident full-time student equivalents (FTES) generated at WHCC. However, FTES increased to 214.5 (31.5%) in summer 2004 and 556.5 (6.4%) in fall 2004.

WHCC Resident FTES 1999-2004					
	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004
	FTES	FTES	FTES	FTES	FTES
Summer	63	45	164	197	147
Fall	596	426	671	612	521
Spring	426	439	747	618	407
Total	1,085	911	1,582	1,427	1,076

In addition, the pattern of how FTES is generated has changed. Since 1998, FTES generated at WHCC increased in several disciplines:

FTES Generated by Fall Semester 1998-2003

Discipline	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Percent Increase
AOJ	21	19.5	23.5	18.4	18.0	25.8	18.6%
ART	10	10.3	11.5	13.7	11.1	15.0	33.3%
BIOL	10	16.2	8.8	12.3	13.0	18.0	53.3%
ECON	2	2.3	1.3	3.7	1.4	4.6	56.5%
MATH	53	53	43.5	51.5	56.8	56.4	6.0%
PERF ARTS	11	6.9	9.0	9.9	9.2	13.2	16.7%
POLSCI	5	4.1	7.3	6.8	7.0	9.1	45.1%
PSYCH	6	7.6	6.3	7.0	2.9	8.9	32.6%
SOCSCI	3	6.2	3.4	6.0	6.1	7.5	60.0%

OFF-CAMPUS CENTERS

West Hills Community College District (WHCCD) is currently comprised of West Hills College Coalinga (WHCC), the accredited college for the district, and West Hills College Lemoore (WHCL). The Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Colleges (WASC) has acted to grant candidacy to WHCL for a two-year period until June 2006. During its candidacy period, the accreditation of WHCL will continue its transitional status to becoming a fully-functioning single college under the accreditation of WHCC. In addition to the colleges, an attendance center, North District Center (NDC), will continue to remain an important part of WHCC.

In 1971, NDC was built in the City of Firebaugh on property leased from the local high school district. In 1996, it was relocated to a leased converted bowling alley that was constructed in 1965 by the City of Firebaugh. Modernization of the current facilities was approved by the Department of the State Architect (DSA) and completed in spring 2001. All educational services are contained within one building that includes 14,680 square feet of space on one-quarter of an acre. The building contains classroom facilities, administrative and student support areas, two computer labs, a science "collaboratory", bookstore, library, and faculty office spaces. In addition, two four-year old portable buildings house the child development center (CDC). In July 2004, the board of trustees approved the final project proposal for another modernization of the NDC facilities for submission to the DSA.

The large majority of students at NDC has been, and continues to be, Hispanic:

North District Center, Firebaugh – Ethnic Trends								
Fall 2001-2004								
Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004	
American Indian	3	0.7%	1	0.2%	0	0.0%	1	0.2%
Asian	3	0.7%	1	0.2%	4	0.8%	5	1.0%
African American	5	1.2%	3	0.7%	1	0.2%	4	0.8%
Filipino	0	0.0%	1	0.2%	0	0.0%	0	0.0%
Hispanic	399	91.9%	369	88.5%	436	91.6%	460	93.9%
Pacific Islander	0	0.0%	1	0.2%	0	0.0%	0	0.0%
Caucasian	24	5.5%	36	8.6%	26	5.5%	13	2.7%
Other	0	0.0%	0	0.0%	1	0.2%	1	0.2%
Unknown	0	0.0%	5	1.2%	8	1.7%	6	1.2%
Total	434		417		476		490	

Age trends have changed during the past four years, with an increase in the percentage of students age 19 or below, and a decrease in students between the ages of 20-24:

North District Center, Firebaugh - Age Trends Fall 2001 - Fall 2004								
Age	Fall 2001		Fall 2002		Fall 2003		Fall 2004	
-19	31	7%	31	7%	147	31%	189	39%
20-24	183	42%	201	48%	175	37%	156	32%
25-29	76	18%	67	16%	43	9%	50	10%
30-49	122	28%	108	26%	91	19%	83	17%
50+	22	5%	10	2%	20	4%	12	2%
Total	434		417		476		490	
Average Age	29		28		26		25	

Gender trends for the past four years at NDC indicate a fairly consistent higher ratio of female to male students:

North District Center - Gender Trends Fall 2001 - Fall 2004			
Fall	n	F%	M%
2001	434	67%	33%
2002	417	70%	30%
2003	476	70%	30%
2004	490	66%	34%

The number of students at NDC whose educational goal is to obtain an associate degree and transfer, as well as those who wish to transfer without an associate degree, has increased. In addition, in fall 2004 there is also an increase in the number of students who wish to improve basic skills.

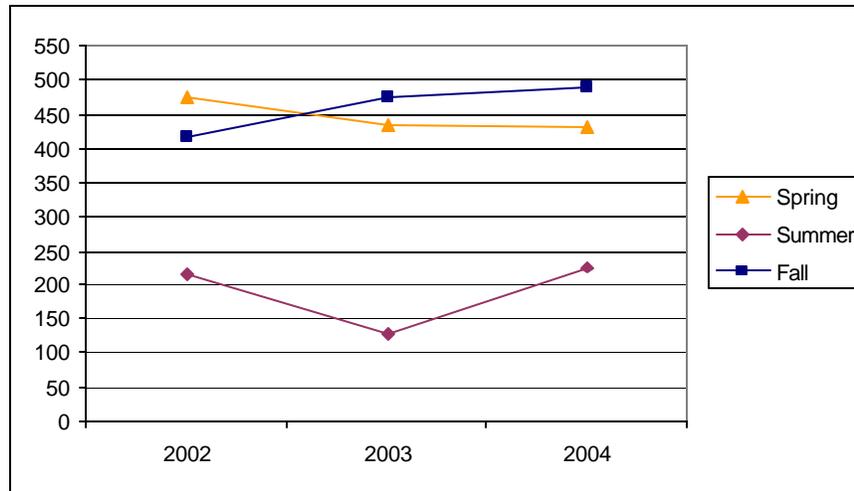
North District Center – Educational Goals Fall 2001 - Fall 2004	Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	Obtain A.A. & Transfer	68	16%	80	19%	128	27%	110
Transfer Without A.A.	12	3%	20	5%	41	9%	48	10%
Two Year A.A. Without Transfer	23	5%	42	10%	27	6%	43	9%
Two Year Vocational Degree Without Transfer	11	3%	9	2%	10	2%	17	3%
Earn Vocational Certificate Without Transfer	4	1%	11	3%	7	1%	10	2%
Discover/Formulate Career Interest, Plans, Jobs	3	1%	2	0%	2	0%	3	1%
Prepare for New Career	20	5%	13	3%	10	2%	7	1%
Advance in Current Job/Career	5	1%	5	1%	6	1%	4	1%
Maintain Certificate or License	11	3%	6	1%	4	1%	9	2%
Educational Development	4	1%	3	1%	6	1%	12	2%
Improve Basic Skills in Reading, English, or Math	10	2%	8	2%	8	2%	22	4%
Complete Credits for High School Diploma or GED	7	2%	11	3%	18	4%	17	3%
Undecided	89	21%	71	17%	96	20%	116	24%
Uncollected/Unreported/Not Applicable	167	38%	136	33%	113	24%	81	17%
Total	434		417		476		490	

Enrollment Trends

Enrollment data for NDC indicates a steady growth in enrollment across all semesters (excepting 2002) from 2001-2004; however, enrollment in particular semesters is uneven. Enrollment for fall 2004 indicates a 2.9 percent increase over 2003 and an 11.4 percent increase over 2001.

NDC Total Enrollment by Session 2001-2004

Term	2001	2002	2003	2004
Spring	442	474	434	430
Summer	293	214	127	226
Fall	434	417	476	490



The percentage of full-time students at NDC has also increased in the past four years.

NDC Unit Loads				
	Part Time		Full Time	
Fall 01	317	73%	117	27%
Fall 02	268	64%	149	36%
Fall 03	310	65%	166	35%
Fall 04	262	53%	228	47%

In addition, FTES generated at NDC have increased in several disciplines since 1998:

FTES Generated by Fall Semester 1998-2003

Discipline	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Percent Increase
AOJ	6	4.5	0	5.6	8.1	9.8	42.2%
BIO	0	0	3.5	6.7	6.8	7.1	50.7%
CHILD DEV	10	15.9	10.7	16.0	26.4	19.3	48.2%
EMT	4	3.5	4.9	5.7	5.9	5.6	28.6%
ENG	12	19.8	14.9	19.3	26.6	24.1	50.2%
HIST	5	2.2	5.2	5.1	7.3	9.2	45.7%
MATH	17	16.3	11.3	12.6	19.8	25.6	33.6%
POLSCI	3	3	4.5	3.2	2.6	5.1	41.2%

Because overall student enrollment has continued to increase at NDC, the center needed to develop a way to meet growing student demand for a greater variety of courses. Fifty-five miles separate Coalinga and Firebaugh, so it is impractical for students in Firebaugh to travel to Coalinga for courses not offered locally. In fall 2003, WHCC began videoconferencing course sections between Coalinga and Firebaugh to provide students access to courses that might otherwise have been cancelled due to low enrollments or unavailability of instructors. For example, videoconferencing has for the first time allowed a full complement of law enforcement and corrections courses to be offered at NDC.

During summer 2004, six courses in six disciplines were videoconferenced between Coalinga and Firebaugh. During fall 2004, 11 courses in 4 disciplines were videoconferenced between the two campuses. During spring 2005, 17 courses in 8 disciplines are videoconferenced. In addition, NDC students with internet access can enroll in online courses through either WHCC or WHCL. WHCC offered 20 online courses in summer 2004, 21 online courses in fall 2004, and 26 online courses in spring 2005. Computers are available in the libraries for students without internet access at home. The strategy of using technology to better provide students at any campus site with access to more course offerings has been successful as enrollment data indicate that many students leverage face-to-face courses with distance education offerings.

NDC provides student support services that relate directly to the college's mission and demonstrate the institution's commitment to providing student-centered learning opportunities for the center's diverse population. NDC provides Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), College Assistance Migrant Program (CAMP), and a Mini-Corps program, as well as the traditional admissions, records, counseling, advising, financial aid, learning communities, learning resources, student activities, and cultural events to assist and educate its students.

In spring 2003, as enrollment has expanded at NDC, a major organizational change involving work schedules was implemented to expand student support services during the hours in which it is most needed. The change involved applying resources for greater effectiveness and provision of services to students. The center is closed on Fridays and employees work a greater number of hours on Monday through Thursday, maximizing student contact.

DISTANCE LEARNING

In keeping with one of the college goals "to improve facilities, technology, and other learning resources to meet the educational and cultural needs of our communities," West Hills College Coalinga (WHCC) is active in distance learning at several levels. Distance learning services reports to the district dean of learning resources.

Videoconferencing

Three classrooms in Coalinga and two at North District Center (NDC) have been equipped through grant funding with state-of-the-art videoconference technology allowing inter-campus video and audio connectivity for classes and meetings. The classrooms can be used to connect to other regional, state, and national videoconference facilities. Course offerings using videoconference technology between Coalinga and NDC during the 2002-2004 academic years included courses in the following disciplines: law enforcement, corrections, Spanish, psychology, agribusiness, business, health education, humanities, and philosophy.

Online

Although WHCCD has been offering online courses since 1999, WHCC only began offering online courses in summer 2003. In summer 2003, WHCC offered a total of 20 online courses. In fall 2004, WHCC offered a total of 21 online courses and 27 web-enhanced courses. In spring 2005, 26 online courses are scheduled. Blackboard is the current learning systems platform used for online courses and is supported operationally by the district information technology services (ITS) department while learning resources handles the programming aspects. During the 2004-2005 academic year, the curriculum/general education committee approved the first hybrid course (biological psychology), replacing one or two hours of face-to-face with online instruction. Over a four to five semester period, WHCC offers complete degrees in administration of justice-law enforcement option, liberal arts, psychology, and social science for students exempt from the physical education requirement.

Electronic Library Services

Although it has been verified every semester that approximately 70 percent of the online students attend face-to-face instruction at a campus site, WHCC maintains online electronic library services for all students. The students at all libraries have access to several online subscription research databases in the computer lab. The following subscription databases purchased through the technology telecommunications infrastructure program (TTIP) funding are accessible at WHCC and NDC library websites: EBSCOHOST, CQ Researcher, SIRS, NEWSBANK, and Encyclopedia Britannica. The following two databases are also password-protected but come from separate sources than TTIP funding:

Grove's Art Online (received with print purchase of Grove's Encyclopedia of Art) and Countrywatch, which is a free database supplied via the California Community College Library Consortium. The above-mentioned databases are available to WHCC students and staff off-site with a username and password that can be obtained by contacting a library staff member via phone or email. The public is free to use the subscription databases on campus. There are also numerous links, databases, and search engines placed on the website that are not password-protected and can be accessed by anyone.

WHCC has only been offering online courses since the summer intersession 2004 and longitudinal data is unavailable. However, online enrollment for fall 2004 indicates enrollment differences in ethnicity compared to the total student population. In fall 2004, 57.6 percent of students at WHCC and NDC were Hispanic while 28.0 percent of students were Caucasian. In fall 2004, 40.0 percent of online students at WHCC and NDC were Hispanic while 44.8 percent of online students were Caucasian.

WHCC & NDC Online Enrollment		
Ethnicity	Fall 2004	
American Indian	5	0.8%
Asian	11	1.7%
African American	35	5.5%
Filipino	14	2.2%
Hispanic	253	40.0%
Pacific Islander	3	0.5%
Caucasian	283	44.8%
Other	4	0.6%
Unknown	24	3.8%
Total	632	

There are online tutorial services available at "Ask a Counselor," and a number of other services available to students through the college's website at www.westhillscollge.com/coalinga .

RESPONSES TO RECOMMENDATIONS OF LAST COMPREHENSIVE VISIT

West Hills Community College (WHC) within a single-college district was visited by the accreditation site team on March 8-11, 1999. WHC responded to the accreditation team's recommendations in a midterm report dated November 1, 2001. The responses pertain to West Hills Community College District (WHCCD) as a single-college district accredited on the old standards; West Hills College Coalinga (WHCC) is currently reaffirming its accreditation status on the new standards as a separate college in a multi-college district.

Standard One: Institutional Mission

Recommendation 1: As identified in the Self Study planning agenda the mission statement should be reviewed through a standardized process and serve as the common link that connects planning for programs and allocation of resources. (Standards 1.3, 1.4)

WHC immediately took action to review the mission statement. On July 30 and 31, 1999, the college convened a one and one-half day planning retreat entitled "New Millennium Retreat." Thirty-one participants included administrators, faculty, staff, and board members. At the retreat the planning team developed values, mission and vision statements, and identified outcome indicators. The team also developed four strategic goals and action steps for each.

The results of the planning session were the following:

- **Values:** Our premise is: think of student needs first then decide on a course of action. We value our students through mutual respect, understanding, and sensitivity to their individual and diverse needs.
- **Mission:** WHC provides a world-class learning environment to a diverse population in a down-home friendly atmosphere – mi escuela es su escuela.
- **Vision:** West Hills will become the preferred choice for college in the San Joaquin Valley because of our learning-centered approach, faculty and staff excellence, and technological innovations. An education at WHC provides a stepping-stone to the future, proving that "once you go here, you can go anywhere."
- **Goals:**
 1. Recruit and retain world-class faculty and staff.
 2. Improve internal communications.

3. Develop and implement a plan to revitalize the curriculum so that it responds to and anticipates the needs of our communities.
4. Develop/enhance community involvement.

In January 2000, the college council (a shared-governance mechanism) accepted the recommendations of the millennium team sending the document to the board of trustees who gave approval.

In July 2000, a second retreat was held to evaluate and update the work of the first retreat. The values, mission and vision statements were reviewed and affirmed, and key issues for the 2000 plan were identified with new or revised goals/action steps developed. The college council and the board approved the report and recommendations. The board and administration committed to scheduling such forums to review and update the values, mission, vision, and goals at least every two years.

Another review of the mission statement occurred during the transition of WHCCD from a single- to a multi-college district. In 2002, WHCC began a three-phase planning process with a series of "Voices, Values and Vision" town hall meetings in local communities that included collaborative participation from students, instructors, administrators, and community constituents. The dialogue resulted in defining WHCC mission and vision statements, core organizational values, guiding principles, strategic goals, and organizational structure as outlined in the college's strategic plan, approved by the board of trustees in July 2004.

The results of this planning were the following:

- **Values:** People (College and Community); Process (Collaboration and Collegiality); Excellence (Instruction and Services); Learner-Centered and Student Success; and Innovation and Creative Thought.
- **Mission:** To commit 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 that we serve.
- **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.

- **Guiding Principles:**
 1. Because we value people, process and collaboration, we will develop a plan based on wide and diverse dialogue with the community, the faculty, the staff, and the students – guiding our thinking and our actions.
 2. Because “students first” is our motto, we will place a greater value on “learner needs” as opposed to organizational needs.
 3. Because we believe our values should match those of our constituents, we will align our core values with our organizational goals.
 4. Because we believe that our success is the success of our students, our goals shall be measured by the quality of organizational service and student success through regular and systematic evaluation processes.
 5. Because we believe the students are at the center of our work, we shall continue to strive to become a learner-centered, learning outcomes institution that empowers students to learn.

- **Goals:**
 1. We will develop and strengthen college and community interactions to improve our positive image in our community.
 2. We will maintain our focus on excellence, student success, and on being learner-centered.
 3. We will improve facilities, technology, and other learning resources to meet the educational and cultural needs of our communities.
 4. We will encourage academic quality, innovation, and creative thought.
 5. We will enhance the financial strength of the college by aligning our resources with our mission and goals, continuously improving operational efficiency, and acquiring new revenue sources.

Utilizing research, dialogue, debate, evaluation, and revision, each strategic goal will be accomplished through action steps identified on a timeline. The responsibility for each goal has been assumed by one of the new collaborative broadly-constituted college councils. Updates on progress toward meeting the goals will be made to the College Consultation Council (CCC) at regular intervals. With the heritage of collaboration and teamwork, WHCC will continue to hold open forum meetings to discuss progress toward meeting the college’s mission and vision through goal attainment. The strategic plan determines a planned five-year course of action, means for its accomplishment, realistic timelines to reach key performance indicators, and methods to assess its ability to achieve a set of goals.

Standard Two: Institutional Integrity

Recommendation 2: The college develop and implement a plan of action to diversify the faculty, staff and administration to better reflect the diversity of the student body and community. (Standard 2.6)

Since the team visit in 1999, the WHCCD has made a number of efforts to attract a more diversified faculty, staff, and administration. As a district, new faculty, staff, and administrative job announcements are placed on the district website allowing free access to all constituents. In addition, special publications that appeal to minorities are used to advertise open job positions. District representatives attend job fairs that attract minorities from the area. The activities were not conducted prior to 1999 and have assisted WHCCD in attracting more minority applicants.

The district also ensures that an equal opportunity representative (EOR) is present on all hiring committees. Currently, the district offers training to any college or district employee interested in becoming a future EOR.

WHCC has incorporated diversity in its strategic plan. Characterized as a comprehensive community college, WHCC 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. WHCC has made successful efforts to increase the number of culturally diverse activities such as Black History Week, Hispanic Heritage Month, Cinco de Mayo, Day of the Dead, Native American Heritage Day, and guest speakers such as Delores Huerta, Edward James Olmos and Simon Silva. In addition, marketing efforts focus on WHCC's diversity through advertising, brochures, videotape commercials (in English and Spanish), and outreach. For example, videotapes of Edward James Olmos' participation in performing arts activities are used to attract Hispanic students. In spring 2002, as one of its outreach activities, WHCC hosted 75 families from Paramount Farms and provided information about the college and the value of higher education.

The data below reflect district employee demographic percentages by comparing the 1998-1999 with the 2003-2004 academic year. In addition, the employee demographics for WHCC for 2004-2005 are shown to the right of the district data. The final column reflects WHCC's student population for fall 2004.

	WHCCD Employees 1998-1999	WHCCD Employees 2003-2004	WHCC Employees 2004-2005	WHCC Employees 2004-2005	WHCC/ NDC Students Fall 2004	WHCC/ NDC Students Fall 2004
Male	40%	36%	56	31.6%	751	37%
Female	60%	64%	121	68.4%	1278	63%
Total			177		2029	
African- American	6%	3%	6	3.4%	126	6.2%
American Indian	1%	1%	0	0%	17	0.8%
Asian	1%	1%	1	.5%	55	2.7%
Caucasian	69%	59%	84	47.5%	569	28.0%
Hispanic	23%	35%	86	48.6%	1168	57.6%
Pacific Islander	0%	0%	0	0%	14	0.7%
Other	0%	1%	0	0%	80	4.0%
Total			177		2029	

Clearly, WHCC has made significant progress in recruiting a diverse faculty, administration, and support staff that more closely reflects the diversity of the student and community population. Since the last accreditation visit, WHCC has increased its percentage of Hispanic employees to more closely resemble its student population.

Standard Three: Institutional Effectiveness

Recommendation 3: It is recommended that the college formalize the review and coordination of all the planning research and evaluation mechanisms as well as the communication of the Master Plan and planning processes to the entire college community. (Standards 3B.1, 3B.2)

WHCC has created a strategic plan that involved a wide constituency base. The college's values, mission, vision, guiding principles, and goals were developed as a result of collaborative dialogue during town hall meetings held in the communities and on the college campuses to provide direction for WHCC for the next five years. The College Consultation Council (CCC) comprised of students, faculty, administrators, and support staff will assure the implementation of the strategic plan. In addition, a new collaborative administrative and committee organizational structure was developed for WHCC around major functions to maximize efficiency. Since the development of the new strategic plan, several forums have been held on the Coalinga campus, at NDC, and in the community to communicate the plan's focus and to receive input from stakeholders. In addition, the final document, approved by the board of trustees, was presented to full- and part-time faculty on fall flex day 2004. Copies of the strategic plan are available on the college website at www.westhillcollege.com/coalinga and on reserve in the libraries in Coalinga and Firebaugh.

An important aspect of the planning process is obtaining and using data to make decisions. The first step in meeting the research-based decision-making goal has been building an appropriate data infrastructure. Since the last accreditation self study, WHCCD has converted its management information system to Datatel. Functional areas include: enrollment management, instructional management, student services support, budget planning, financial management, financial aid assistance, and communications. In addition, WHCCD has begun a data warehouse project, which will allow end users to query standardized "Crystal" reports from the data warehouse for a variety of data interests.

Although the current level of research is in preliminary stages, progress is being made with the implementation of the data warehouse and the hiring of a district director of institutional effectiveness, planning and web services in June 2004. The two actions have strengthened the research function at WHCC. The director has already produced demographic data, student achievement data, and enrollment data for the accreditation self study and program review purposes.

The evaluative processes begin in the college councils--Instructional Services Council (ISC), Student Services Council (SSC), Learning Resources Council (LRC), and Facilities Development Council (FDC)--whose broad-based memberships represent students, faculty, administrators, and classified staff members. Each council is responsible for accomplishment of the key performance indicators for one of the strategic plan's goals, as well as a set of core responsibilities that include accreditation, budget development, technology, staff development, planning and research, program review, and student learning outcomes for its respective area. Council responsibilities are tied to the strategic plan, the master educational plan, and program review documents. The college councils make recommendations to the CCC, which is designed to function as the highest-level collaborative council at WHCC. The CCC makes recommendations to the president. The strategic agenda will be reviewed as necessary with due consideration given to feedback received from an inclusive and collaborative dialogue with the various college constituencies.

Standard Five: Student Support and Development

Recommendation 4: It is recommended that the College address the need for additional resources in the area of student activities and student leadership. (Standard 5.7)

Recommendation 5: It is recommended that the college develop strategies to better inform students about the availability of student services, particularly targeted to first generation college students. (Standard 5.6)

Since the last accreditation team visit in 1999, a number of changes have occurred to address the need for adding resources in the area of student

activities and student leadership. In May 2001, the district hired a director of student activities/international students. Responsibilities of the position include planning, reviewing, and directing the activities and operations of the international student education program and the student affairs program, including student activities, student government, new student orientation, and coordinating assigned activities with other college units and outside agencies as necessary. More active student-led organizations have resulted, including the Associated Student Body (ASB), Movimiento Estudiantil Chicanos de Aztlan (MEChA), Students for Free Enterprise (SIFE), an internet club, an international student club, an agriculture ambassadors program, and an honor society, Alpha Gamma Sigma (AGS).

At the beginning of each semester, the director of student activities sponsors a "Welcome Week" with student clubs, student support services programs and faculty providing information booths and lunch throughout the week to acquaint students with the student support services available to enhance the college experience. During the academic year, the ASB and student clubs sponsor dances in the student center; organize a week full of homecoming activities including the half-time crowning of the "King and Queen"; plan pep rallies before each football game; and recognize significant cultural anniversaries such as September 11, Martin Luther King's birthday, Disability Awareness Month, Cancer Prevention Month, Black History Month, Cinco de Mayo, and Mexican Independence Day. The director of residential living also has seminars and workshops in both the men's and women's residence halls to encourage the feeling of "community" and provide an opportunity to embrace each other's differences. The Student Support Services Club (formerly One Step Beyond) has organized family picnics and cultural awareness activities for students who attend WHCC.

Student support services such as counseling, advising, outreach, and orientation provide students with information about the availability of student support services. The services target first-generation college students including Upward Bound (UB), One Step Beyond (OSB), College-Assisted Migrant Program (CAMP), and the Mini-Corps program. WHCC has a comprehensive and extensive outreach program. College counselors and advisors visit local high schools and middle schools on a regular basis.

In 1998, the counselors developed an informal "ambassador" program designating students who are enrolled at WHCC to help with registration. The students return to the high schools from which they graduated to help with fall and spring registration activities. The "ambassadors" also participate in the college's many open house activities scheduled throughout the year, help inform prospective students about the many student support services available; participate in fundraisers, and help with ASB and club-related activities.

In addition, the ASB consists of elected and appointed student officers and serves as the “voice” of the students to the board of trustees, the college administration, classified staff, and faculty. The ASB works to evaluate and improve the relationship between the student and the college through open communication with the student population and college staff, representation on college committees, and activities designed to enhance the college learning experience. Student club leaders enroll in a two-unit course on leadership.

Standard Six: Information and Learning Resources

Recommendation 6: It is recommended that the college implement systematic planning which will include the establishment of the new libraries at Kings County Center and North District Center, a collection development policy and process, regular replacement, schedule for out-of-date computer equipment, and future delivery systems for distance learning. This should be part of the College’s overall planning process.

The library at the Kings County Center has moved into a new 33,000-square foot library/learning resource center (L/LRC) at West Hills College Lemoore (WHCL). The facility has over 12,000 holdings with the capacity for 30,000 volumes in addition to magazines, newspapers, special collections, reserve collections, and the morgue. The L/LRC houses faculty and administrative offices, a 20-station DSPS computer lab, a 48-station student wireless laptop program, a basic skills classroom, a 32-station computer classroom, a 30-station tutorial computer lab, five quiet study rooms, two small conference rooms, faculty multi-media lab, and work area for media services, videoconference, and information technology personnel.

At the 330-square foot NDC library there are approximately 2,600 volumes, which include 600 recently-purchased titles. There are also 1,200 ESL pamphlets and workbooks for student use. There is a student study area that doubles as a tutoring center.

The Coalinga campus library/learning resource center (L/LRC) housing the Ronald B. Fitch Library, holding a collection of approximately 30,000 volumes, is currently undergoing a major \$2.7 million renovation including a 3,900 square-foot expansion bringing the total library size to over 13,000 square feet. The new L/LRC will incorporate integrated technologies for collection development, a tutorial center with a 30-station computer lab, 24 student laptop computers with a wireless network, pay-for-print copier and printers, executive video conference room, video edit suites, two quiet study rooms, a faculty multi-media lab, work area for media services, videoconference, and staff offices. The secondary effects of the renovation have proved challenging as library and learning resource materials are housed in various facilities on campus.

Currently, there is an active search for a librarian to share duties at WHCC and NDC, and a library/learning resource specialist for the Coalinga L/LRC, with an expected hire date no later than spring 2005. Filling the positions will provide the necessary leadership as the L/LRC opens in its larger facility.

There is a collection policy in place for all libraries as well as a process for collection development. The district grants office has included the Coalinga and NDC libraries in several grants over the last three years as a matter of practice in order to update or build the collections. There is a concerted effort under way to weed older material, inventory, and organize the collections in Coalinga and NDC, and acquire new holdings based on programs that are directly related to the college mission and vision.

The students at all libraries have access to several online subscription research databases in the computer lab. The following subscription databases purchased through telecommunications and technology infrastructure program (TTIP) funding are accessible at WHCC and NDC library websites: EBSCOHOST, CQ Researcher, SIRS, NEWSBANK, and Encyclopedia Britannica. Two other databases are also password protected but come from separate sources than TTIP funding: Grove's Art Online (received with print purchase of Grove's Encyclopedia of Art) and Countrywatch, which is a free database supplied via the California Community College Library Consortium. All of the mentioned databases are available to WHCC students and staff off-site with a username and password that can be obtained by contacting a library staff member via phone or email. The public is free to use the subscription databases on the campuses. There are also numerous links, databases, and search engines placed on the WHCC website that are not password protected and can be accessed by anyone.

Each lecture classroom now meets the district standard for technology with the recent installation of the following: videocassette player, video-data projector, DVD player, amplifier, ethernet connection, surge protector, audio cable, speakers, and screen. New classroom installations will have Walltalker in lieu of screens. Three classrooms in Coalinga and two at NDC are equipped through grant funding with state-of-the-art videoconference technology allowing for inter-campus video and audio connectivity for classes and meetings. In addition, the classrooms can be used to connect to other regional, state, and national videoconference facilities. Learning resources has created a five-year classroom technology replacement plan. The district information technology services (ITS) department has a three-year informal replacement plan for computers and telecommunications.

The college planning process for information and learning resources occurs at several levels. The board of trustees recently ratified the WHCC strategic plan developed from the "Voices, Values and Vision" planning process that included

extensive campus and community dialogue providing direction for the college. A new collegewide committee structure was formalized with the CCC designed to function as the highest-level collaborative council, to review recommendations made by other college councils and committees, and to make recommendations to the college president. Each of the other college councils is responsible for making recommendations, including those related to technology infrastructure, information needs, and issues to the College Consultation Council (CCC). The CCC in turn forwards the recommendations to the president and district technology advisory team (TAT) as appropriate. The TAT meets monthly during the academic year and addresses Datatel implementation issues as well as the e-Learning strategic plan. The TAT forwards its recommendations to the West Hills College customer information team (WHCIST) team leader's committee for action.

In addition, the dean of learning resources holds monthly meetings with the ITS staff; the district director of institutional effectiveness, planning and web services; and the director of financial aid in order to track technology projects and processes. All meetings and planning processes are interwoven and connected to each other with the common goal to meet the college's mission and vision while enhancing the quality of student learning and strengthening dialogue.

Standard Seven: Faculty and Staff

Recommendation 7: The college take immediate steps to finalize the "Tenure Approval Forms." (Standard 7.B.1)

It is the responsibility of the academic senate to make recommendations for faculty tenure to the board of trustees. The joint WHCC and WHCL academic senates, in concert with the administration, developed and approved a written procedure allowing for input from peer evaluators, assigned administrators, and students that was approved by the board of trustees in November 2003. The WHCC academic senate is currently developing a tenure approval form for WHCC.

Recommendation 8: The college identify and implement measures to ensure that a diversity of faculty and staff that supports and mirrors the diversity of the college's students and communities be achieved and maintained. (Standard 7.D.2)

As previously discussed in Recommendation 2, WHCC has made significant progress in recruiting a diverse faculty, administration, and support staff that more closely reflects the diversity of the student and community population. Since the last accreditation visit, WHCC has experienced an increase in the

number of Hispanic employees that more closely resembles the student population.

Standard Eight: Physical Resources

Recommendation 9: It is recommended that the college evaluate its organizational structure to prepare for the coordination and administration of the internal and external activities of the new construction and remodeling projects. (Standard 8.5)

In preparation for the granting of college status to WHCL, the WHCCD evaluated its organizational structure and made appropriate changes to support the transition from a single- to a multi-college district. In July 2001, the board of trustees approved a new organizational structure. In March 2002, a president for WHCC was hired.

Under the revised organizational structure, Dr. Frank Gornick became chancellor of WHCCD, and a district office was created, which resides at a separate location in Coalinga from WHCC. Many district functions, including human resources, learning resources, information technology services, grants, marketing, financial aid, business services, child development centers, enrollment management, contract education, research, web services, and the foundation are located at the district office. In addition, the chancellor and the vice chancellor of business services have offices at the district office. Many college functions are centralized at the district office to maintain greater efficiency and effectiveness.

An architectural consulting firm, the Addington Partnership (TAP), founded in 1977, has been added to the business services staff for the purposes of facilities planning. An architect meets bimonthly with the Facilities Development Council (FDC) to discuss construction and remodeling projects. The architect also manages expenditures associated with construction, informs WHCC and the district on potential funding opportunities, supports the educational goals of the college with thoughtful and deliberate consideration, maintains a five-year construction plan, and details scheduled maintenance and repair projects in consultation with the FDC. Project plans, including the WHCC child development center, library renovation, and wellness renovation can be viewed at the TAP website at www.addington.net.

LONGITUDINAL STUDENT ACHIEVEMENT DATA

Because the transition from a single- to a multi-college district began in 2001, longitudinal student achievement data is not available for West Hills College Coalinga (WHCC) as a separate college. However, data for WHCC for fall 2001, 2002, and 2003 is available and detailed below:

Graduation Rates

Accurate graduation statistics are available only for the WHCCD since there has been only one accredited college from which students graduate. However, to gain an approximation of graduation rates, WHCC students were separated from WHCL students by zip code. Students who reside in the West Hills College Lemoore (WHCL) service area (Lemoore, Hanford, Corcoran, Riverdale, Armona, Strafford, Caruthers and NAS Lemoore) have been removed from the data. Students who reside in WHCC's service area and nearby communities (Avenal, Coalinga, Dos Palos, Huron, Firebaugh, Mendota, Cantua Creek, Kettleman City, and Kerman), as well as out-of-state and out-of-area students, are assumed to attend classes in Coalinga due to the availability of residency halls. Based on these assumptions, the following chart indicates graduation rates for WHCC separate from WHCL for 2001-2004:

WHCC & NDC				
Graduation Rates	2001	2002	2003	2004
Associate Degree	179	131	147	110
Certificate	54	23	23	17
TOTAL	232	154	170	127

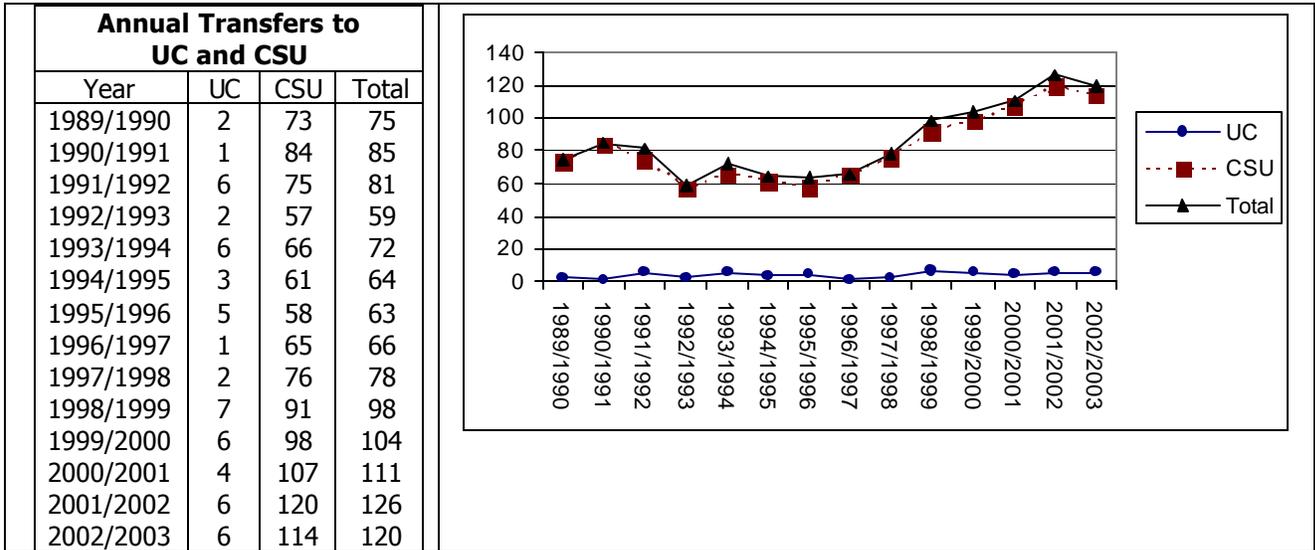
Graduation rates at WHCC have decreased since 2001. It should be noted that a large decrease occurred in 2002 when fewer course sections were offered due to state budget reductions. In addition, the ratio of students receiving associate degrees compared to the number receiving certificates changed significantly. In 2001, 77.2 percent of students received associate degrees; in 2002, 85.1 percent of students received associate degrees; in 2003, 86.5 percent of student received associate degrees; and in 2004, 86.6 percent of students received associate degrees. The four-year trend indicates a growing number of students receiving associate degrees and a steady decrease in the number of students receiving certificates. The trend is also supported by the increase in transfer rates.

Transfer Rates to California Public Universities

Although transfer rates for WHCC as a separate college are not available, the following data from the California Post-Secondary Education Commission (CPEC) indicates that transfer rates for WHCCD are fairly stable for the University of

California (UC) system and consistently increasing for the California State University (CSU) system.

**WHC District Transfers to California Public Universities
1989-1990 through 2002-2003**



Success Rates

Success rates at WHCC have decreased in the past three-year period for both traditional face-to-face courses and videoconferenced courses. To date, no formal analysis of the trend has been completed. Anecdotal information from instructors indicates that larger numbers of students have insufficient skills to complete college level work and are less motivated to do so.

The withdrawal rate for traditional instruction has remained fairly constant. The dramatic increase in enrollment in videoconferenced courses began in fall 2003 with the advent of videoconferencing between Coalinga and Firebaugh. In 2001 and 2002, only a few course sections were broadcast between Coalinga and Lemoore.

Success rates for videoconferenced courses are lower than for traditional face-to-face instruction. Overload on the broadband, lack of proctors/aides at the distant site, and problems with the technology contribute to lower success rates compared to traditional instruction. Since WHCC only began online courses in summer 2004, no data on success rates is currently available.

WHCC & NDC Success Rates by Instructional Method									
Instructional Method	Fall 01			Fall 02			Fall 03		
	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%
Two Way Interactive Video & Audio	32	66%	31%	11	64%	18%	233	57%	27%
Traditional Instruction	6456	71%	15%	6270	68%	16%	5210	64%	18%

WHCC Success Rates by Instructional Method									
Instructional Method	Fall 01			Fall 02			Fall 03		
	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%
Two Way Interactive Video & Audio	32	66%	31%	11	64%	18%	126	55%	30%
Traditional Instruction	5062	69%	16%	4656	66%	18%	3808	65%	18%

NDC Success Rates by Instructional Method									
Instructional Method	Fall 01			Fall 02			Fall 03		
	enr	suc%	w%	enr	suc%	w%	enr	suc%	w%
Two Way Interactive Video & Audio							107	59%	24%
Traditional Instruction	1394	72%	15%	1614	70%	14%	1402	63%	18%

Basic Skills

Success rates for basic skills courses have generally increased over the past three year period. Although some decrease was seen in fall 2002, the success rates in English, English as a Second Language (ESL), and math have all increased between fall 2001 and fall 2003. However, success rates in guidance studies for DSPS students have decreased. Withdrawal rates in guidance studies have increased as well.

WHCC & NDC	Fall 01			Fall 02			Fall 03		
	suc%	unsuc%	w%	suc%	unsuc%	w%	suc%	unsuc%	w%
English	69%	18%	13%	64%	26%	11%	71%	14%	15%
ESL	81%	17%	1%	76%	20%	4%	83%	13%	5%
Guidance Studies	89%	0%	11%	79%	5%	15%	74%	3%	24%
Math	29%	45%	26%	59%	34%	7%	55%	30%	14%

WHCC	Fall 01			Fall 02			Fall 03		
	suc%	unsuc%	w%	suc%	unsuc%	w%	suc%	unsuc%	w%
English	66%	21%	12%	60%	25%	15%	62%	20%	18%
ESL	73%	27%	0%	76%	24%	0%	79%	17%	3%
Guidance Studies	78%	0%	22%	79%	5%	15%	74%	3%	24%
Math	39%	43%	18%	73%	13%	13%	55%	30%	14%

Although success rates at NDC in basic skills English and math have increased, success rates in ESL have decreased. Due the inability to find qualified instructors, guidance studies and math were not offered in fall 2003. Guidance studies courses are being offered in fall 2004 and math in spring 2005 at NDC.

NDC	Fall 01			Fall 02			Fall 03		
	suc%	unsuc%	w%	suc%	unsuc%	w%	suc%	unsuc%	w%
English	72%	15%	13%	67%	26%	7%	80%	8%	12%
ESL	90%	8%	3%	76%	17%	7%	86%	9%	6%
Guidance Studies	100%	0%	0%						
Math	20%	47%	33%	44%	56%	0%			

STUDENT LEARNING OUTCOMES

In March 2003, West Hills College Coalinga (WHCC) began its dialogue concerning the development and implementation of student learning outcomes (SLOs) by sending faculty members and administrators to a conference sponsored by the Research and Planning (RP) Group for California Community Colleges on at Bakersfield College. In June 2003, vocational faculty participated in the Central Region Consortium planning retreat in Monterey. In August 2003, the dialogue continued on flex day with Dr. Scott Corbett, a history instructor at Oxnard College, discussing the advantages of student learning outcomes from a faculty perspective. In November 2003, Joe Moreau, dean of academic services at Mira Costa College and former dean of learning resources at WHCCD, participated in dialogue with the accreditation substandard committees regarding the development of SLOs. In addition, on spring flex day in January 2004, faculty attended a WHCC workshop, and in February 2004, a Central Region Consortium workshop at Fresno City College. After the faculty gained some familiarity with student learning outcomes as a result of the workshops, WHCC tackled the task of developing and implementing SLOs at the course level.

The dean of student learning developed materials and held workshops for WHCC and WHCL faculty members to develop student learning outcomes by taking the course objectives and using primary trait analysis to operationalize the course objectives. Each faculty member was provided with a packet of materials and a copy of Effective Grading: A Tool for Learning and Assessment by Barbara E. Walvoord and Virginia Johnson Anderson. During March and April 2004, English and social science faculty developed SLOs for 11 courses in economics, English, geography, history, and psychology. In addition, many faculty members created grading rubrics for the student learning outcomes that they developed. In fall 2004, the SLOs were adopted across all course sections for implementation. At the end of the semester, data was analyzed and narrative reports written as an assessment tool for improvement of student learning.

During September and October 2004, math, science, business, computer information systems, child development, physical education, and administration of justice faculty completed SLOs for 20 courses in respective disciplines. The SLOs were adopted and were implemented in spring 2005.

In January 2005, a team (including the chief instructional officer, one associate dean of student learning, the academic senate president, two faculty members and the district director of institutional effectiveness, planning and web services) attended a workshop on Moving from Confusion to Confidence: Using Outcomes Data to Improve Local Programs presented by Dr. Norena Badway and W. Norton Grubb of the Higher Education Evaluation and Research Group. Faculty

were provided a stipend by the Central Region Consortium to lead a similar activity at WHCC.

In March and April 2005, workshops were offered to aid faculty in the remaining disciplines (performing arts, psychiatric technician, philosophy, speech, Spanish, crop science) to develop SLOs for approximately 16 courses. Each full-time faculty member has attended two hands-on workshops and developed student learning outcomes in at least two courses in a relevant discipline. Once the faculty member has been trained in the development of SLOs, the student learning outcomes will be added to the course outlines through the curriculum process.

As other courses are modified through the five-year curriculum review process, SLOs will be developed and added to the course outlines. Students can demonstrate successful achievement of student learning outcomes in a variety of ways depending on the course. Instructors in different disciplines have chosen to assess SLO's in varying ways. For example, the English faculty have chosen to give writing assignments that will be group-graded, while the psychology faculty have decided to give a comprehensive final exam with embedded questions. Faculty will norm rubrics, collect data from each course section, and evaluate the data at the end of each semester. The assessments will then be used as part of the program review process to plan improvements in instructional areas.

In addition to course level student learning outcomes, WHCC has begun to address degree-level SLOs. In spring 2005, the dean of student learning held a workshop for the curriculum/general education committee to begin dialogue on developing, implementing, and evaluating student learning outcomes at the degree and general education level.

ORGANIZATION OF THE SELF STUDY

It is appropriate that the rebirth of West Hills College Coalinga (WHCC) as a separate college in a multi-college district should occur simultaneously with the accreditation self study using new standards emphasizing self-reflective dialogue and evaluation of institutional effectiveness.

The dialogue began when institutional aspirations for WHCC were identified in the "Voices, Values and Vision" town hall meetings that occurred from October 2002 through January 2004 in the communities of Coalinga, Avenal, Firebaugh, Mendota, Huron, San Joaquin, and Tranquility. The data gathered were analyzed and resulted in the development of the strategic plan adopted by the board of trustees in July 2004.

The mechanism for the self study has been extensive dialogue among and between students, faculty, administrators, classified staff, and community members. A major premise of the self study was that the strength of the self-study lay in the inclusiveness of the voices that contributed, and a goal was set to achieve 100 percent participation across all areas of the campus. Approximately 70 faculty, classified staff, and administrators participated on the accreditation standard committees. Many more attended meetings, gave interviews and provided feedback in a variety of ways. In May 2004, students, faculty and staff completed an accreditation self study survey regarding WHCC functions.

The college president asked two faculty members and one administrator to serve as tri-chairs to lead the accreditation self study process. In addition, an administrator co-chair and a faculty co-chair were selected for each of the four accreditation standards. An "Accreditation Self Study Office" was designated in the administration building with access to computers, a printer, a scanner, telephone, and locked file cabinets. Important reference documents were placed on the WHCC website for easy access, and a simple standardized form was developed to document meetings regarding accreditation.

The tri-chairs established a timeline and met with the co-chairs to review institutional resources; committee membership; and the co-chair's roles and task assignments. Each co-chair read the standards and supporting reports carefully to understand what was needed and met with subcommittees to assign tasks. All meeting forms, self report drafts, and documentation were forwarded to the tri-chairs for review and comment.

A unique approach was taken to the preparation of the self study report. Because of the emphasis on themes that thread throughout the four new standards, a matrix was developed listing standards at the top and themes down

the left-hand side. Committee members listed assertions regarding each standard next to the appropriate theme. The matrix approach ensured that the themes would not be neglected as the individual standards were addressed. Then the matrices were converted into drafts of the self study report with the themes italicized for easy recognition. The weaving of the themes and standards enabled committee members the opportunity to provide a holistic approach to thinking and writing about WHCC.

SELF STUDY TIME LINE

JULY 2003

- July - Dr. Anthony Tricoli, the college president, appointed Dr. Beverly Smith, chief instructional officer; Terry Corcoran, math instructor; and Faye Mendenhall, basic skills math instructor; as the accreditation tri-chairs.
- July - Selection of administrator and faculty co-chairs for each standard occurred.

AUGUST 2003

- August - Drafting of time lines to complete self study completed.
- August 14 - Flex Day - Dr. Scott Corbett, history instructor, Oxnard College, facilitated a presentation to full-time and part-time faculty on "Faculty and the new ACCJC Accreditation Standards."

SEPTEMBER 2003

- September 4 - Tri-chair organizational meeting determined the first steps necessary for the accreditation self study process.
- September 12 - Co-chair meeting developed a form to document meetings, review institutional resources, determine standard committee membership, and discuss the co-chair's roles and task assignments.
- September 17 - Tri-chair meeting decided on the next steps to organizing the accreditation self study.
- September 18 - The college president hosted a campus-wide meeting and discussion regarding planning and accreditation.
- September 26 - Co-chair meeting further discussed important first items and how to get started on the standards.

OCTOBER 2003

- October - Regular meetings of subcommittee members working on standards/themes matrices occurred.
- October 2 - Eight tri-chair and co-chair members, as well as the college president, attended an accreditation self study workshop at Modesto Junior College.

- October 7 - First draft of subcommittee membership completed.
- October 9 - Tri-chair meeting discussed a series of dialogues, communication with tri-chairs, accreditation spreadsheets, and folder structure for web site.
- October 10 - Finalized accreditation self study meeting form.
- October 16 - Tri-chair meeting discussed substantive change reports and the need for accessing data for planning purposes.
- October 21 - Tri-chair meeting discussed difficulties in obtaining accreditation documentation.
- October 21 - All-staff dialogue and BBQ at Bob Viet's farm regarding the future direction of WHCC.
- October 23 - Tri-chair meeting discussed issues for next co-chair's meeting and necessity for mandatory faculty meeting to discuss expectations for the "reinvention of the college."
- October 24 - Accreditation reference materials placed on website.
- October 24 - Co-chair's meeting discussed development of a matrix, materials available on the website, and procedures/mechanics of completing the self study report.
- October 28 - Board of trustees approved a new instructional area and curriculum committee membership structure.
- October 29 - Tri-chair meeting discussed the self study matrix, tracking documentation, and capturing the work product.
- October 31 - Faculty meeting held on the "Rebirth of the College" dialogue from the faculty perspective.

NOVEMBER 2003

- November - Regular meetings of subcommittee members working on standards/themes matrices occurred.
- November 4 - Accreditation sub-standard committee in-service workshop provided an overview of the accreditation process and discussed the procedures/mechanics of completing the self study report.

- November 6 - Tri-chair meeting discussed responses to the previous accreditation visit.
- November 14 - All staff student services meeting to "redefine" and/or understand the way business is conducted in the student services area.
- November 17 - Joe Moreau, dean of academic services at Mira Costa College and former dean of learning resources at WHCCD, met with each standard committee to provide his expertise on the new accreditation standards and student learning outcomes since Mira Costa was one of the pilot colleges for the new standards.
- November 17 - Tri-chair meeting discussed Joe Moreau's presentation, re-inventing the college, and student learning outcomes.
- November 21, The accreditation liaison officer (ALO) attended the ALO workshop in Oakland.
- November 25 – Tri-chair meeting discussed need for strategic and master educational plans, college committee structure, and the interface of the WHCC and the district.

DECEMBER 2003

- December 5 -The tri-chairs and co-chairs attended the RP Group assessment workshop in Fresno.
- December 9 – Accreditation self study process report presented to the board of trustees, including the completed matrices.
- December 16 - Planning, Budget & Accreditation Committee (PBA) meeting reviewed previous strategic master plans and discussed new committee organization.
- December 17 - Tri-chair meeting planned accreditation activities for flex/duty days for spring 2004.

JANUARY 2004

- January 15 - Flex Day - student learning outcomes workshop attended by faculty members.
- January 16 - Duty Day - revision of the first draft of the accreditation self study matrices completed.

- January 27 - Tri-chair meeting discussed drafting a letter to committee members addressing concerns arising from reading the matrices.
- January 28 – Memo emailed to all committee members addressing ten concerns resulting from the Tri-chair review of the matrices.

FEBRUARY 2004

- February - Regular meetings of standard subcommittee members working on first draft of the self study report occurred.
- February 5 - Tri-Chairs attended the Central Region Consortium workshop in Fresno on student learning outcomes.
- February 6 - Accreditation self study PowerPoint presented at board of trustees retreat.
- February 9 – Memo emailed to each standard co-chair with specific instructions on writing the first draft of the accreditation self study report using the matrices as the basis for the information to include.
- February 26 – The newly formed College Consultation Council held its first meeting.

MARCH 2004

- March - Regular meetings of standard subcommittee members working on first draft of the self study report occurred.
- March 19 - Student learning outcomes workshop for English and social science faculty resulted in SLOs for ECON 1A, ENG 51A, GEOG 1, HIST 17A and PSYCH 1.

APRIL 2004

- April - Regular meetings of standard subcommittee members working on the second draft of the self study report occurred.
- April 5 - First draft of accreditation standards for self study report completed.
- April 13 - Tri-chair meeting discussed major problems that still need to be addressed, gathering the documentation, consolidating the drafts, and placing documentation in electronic format.
- April 14 – Memo emailed to co-chairs addressing eight major weaknesses found in the tri-chair review of the first draft.

- April 21 – The newly formed Learning Resources Council held its first meeting.
- April 23 - Student learning outcomes workshop for English and social science faculty resulted in SLOs for ECON 1B, ENG 51B, ENG 1A, GEOG 3, HIST 17B and PSYCH 3.
- April 27 - Self study update report presented to the board of trustees.

MAY 2004

- May - Regular meetings of standard subcommittees working on the second draft of the self study report occurred.
- May 7 - The newly formed Instructional Services Council held its first meeting.
- May 12 - The newly formed Facilities Development Council held its first meeting.
- May 25 - Self study update report presented to the board of trustees.
- May 27 - The newly formed Student Services Council held its first meeting.
- May 28 - Student, faculty and staff accreditation self study surveys completed.

JUNE 2004

- June - Student, faculty and staff surveys tabulated.
- June 10 - Second draft of accreditation standards for self study report completed.
- June 17 - Tri-chair meeting reviewed second draft of the accreditation standards portion of the self report and discussed document collection.
- June 24 – First draft of the introductory section to the accreditation self study report completed.
- June 29 - Self study update report presented to the board of trustees.
- June 29 – WHCC mission and vision statements approved by board of trustees.

JULY 2004

- July 13 - Tri-chair Meeting reviewed introductory section to the accreditation self study first draft and discussed responses to recommendations from last site team visit.
- July 20 - Self study update report presented to the board of trustees.
- July 20 – The strategic plan and new administrative organizational structure based on student learning model approved by board of trustees.
- July 27 - Presidents and chief instructional officers from WHCC and WHCL discussed the recommendations from the ACCJC for WHCL and its potential impact on Coalinga.

AUGUST 2004

- August 2 - Third draft of accreditation standards for self study report completed.
- August 2 - Second draft of the introduction to the accreditation self study report completed.
- August 2 - Tri-chair meeting discussed self study report progress and remaining issues.
- August 12 - Flex Day - Review of appropriate self study draft components completed by accreditation standard sub-committees.
- August 13 - Duty Day - Faculty reviewed the third draft of the self study report.
- August 22 – Self study update report presented to board of trustees.

SEPTEMBER 2004

- September 21 - Self study update report presented to board of trustees.
- September 24 - Student learning outcomes workshop for math, science, business, computer information systems, child development, physical education, and administration of justice faculty resulted in SLOs for MATH 101, MATH 61, MATH 63, BIO 10, CHEM 2A, CHEM 2B, CHEM 1A, CHEM2A, CD 5, BIOL 10, BUS 13A, BUS 13B, BUS 20, HE 35, AOJ 1 and AOJ 3.
- September 27 - Fourth draft of the accreditation self study report completed.

- September 30 - Third draft of the introductory section to the accreditation self study report completed.

OCTOBER 2004

- October - Final editing, formatting, proofing and compiling of the final self study report completed.
- October 8 – Fourth draft of the introductory section to the accreditation self study report completed.
- October 15 – Fifth accreditation self study draft forwarded to the board of trustees, chancellor, president, CCC, academic senate president, faculty association president, classified staff association president, associated student body president, curriculum/general education committee chair, tri-chairs, and standard chairs/co-Chairs for review.
- October 22 - Student learning outcomes workshop for math, science, business, computer information systems, child development, physical education, and administration of justice faculty results in SLO's for MATH 15, BIO 32, BIO 35, CHEM 5, CHEM 8, CHEM 9, CD 10, CD 18, BUS 24, BUS 28, CIS 7, AOJ 4, and AOJ 12.
- October 25 - Self study update report presented to board of trustees.

NOVEMBER 2004

- November 3 – Seventh accreditation self study draft forwarded to the board of trustees, chancellor, and president for review.
- November 16 – Review of the accreditation self study report by the board of trustees.
- November 19 - Student Learning Outcomes Workshop held for the curriculum/general education committee to develop degree level SLOs.
- November 22 - Accreditation self study report approved by the academic faculty senate.

DECEMBER 2004

- December 7 - Accreditation self study report approved by board of trustees.
- December 8 – Accreditation self study report posted to WHCC website.

- December 9 – Accreditation self study report approved by the College Consultation Council.

JANUARY 2005

- January - Accreditation self study report mailed to ACCJC/WASC.
- January 27-28 – Team attended a program improvement workshop at Bass Lake.

FEBRUARY 2005

- February - Final preparations for accreditation site visit occurred.
- February – Substandard Committee Meetings held to review final accreditation self study report.

MARCH 2005

- March 15-17 - ACCJC team site visit to WHCC and NDC.

SELF STUDY COMMITTEE MEMBERS

TRI-CHAIRS

Dr. Beverly Smith – Dean of Student Learning
Terry Corcoran – Math Instructor
Faye Mendenhall – Basic Skills Math Instructor

STANDARD I: Institutional Mission and Effectiveness

Dr. Michael Burke (Co-Chair) – Biology/Math Instructor
Lorna Davis – Administrative Assistant
Susan Kincade (Co-Chair) – Dean of Learning Resources
Melissa Valgeirsson – English Instructor
Anita Whitehead – Administration of Justice Instructor
Pam Williams – High Technology/Access Specialist

STANDARD II: Student Programs and Services

Sarah Shepard (Co-Chair) – Business Instructor
Dr. Beverly Smith (Co-Chair) – Dean of Student Learning

Subcommittee A: Instructional Programs

Cynthia Davis – Director of Health Careers
Cherie Mitchell – Office of Student Learning Senior Secretary
Norine Oliver – History/Political Science Instructor
Sarah Shepard – Business Instructor
Ken Sowden – Math Instructor
Cal Tincher – History/Humanities Instructor

Subcommittee B: Student Development & Support Services

Alicia Aguilera – Admissions and Records Assistant
Bertha Felix-Mata – Associate Dean of Student Learning
Linda Jacobus – ESL Instructor
Richard Jeffery – Work Experience Coordinator
Sandy McGlothlin – Counselor
Eva Ramirez – Advising Specialist
Dr. Martha Rodriguez – DSPS/EOPS Director

Subcommittee C: Library and Learning Support Services

Linda Amaya-Guenon – Counselor
Paul Hodsdon – English Instructor
Susan Kincade – Dean of Learning Resources
Rhea Rehark-Griffith – Spanish Instructor
Dr. Jeff Vaughn – English/Humanities/Philosophy Instructor
James Vosburg – Library Technician

Tom Winters – Economics/DSPS Instructor
Rebecca Reyes – Learning Resources Senior Secretary

STANDARD III: Resources

Bertha Felix-Mata (Co-Chair) – Associate Dean of Student Learning
Marlese Roton (Co-Chair) – Counselor

Subcommittee A: Human Resources

Mark Arce – Counselor
Marta Henrickson – Counselor
Genie Pratt – Child Development Instructor
Alicia Rocha – Advising Specialist
Marlese Roton – Counselor

Subcommittee B: Physical Resources

Shaun Bailey – Skilled Maintenance Worker
April Chavarria – Health Careers Outreach Specialist
Robert Clement – Director of Athletics
Staci Mosher – Psychology Instructor
Dr. Dixie Smith – Performing Arts Instructor
Harold Wiest – Performing Arts Instructor

Subcommittee C: Technology Resources

John Bart – Administration of Justice Instructor
Paul Blair – PC & LAN Specialist
Ron Danner - Director of Residential Living
Maggie Discont – ESL Instructor
Cindy Hauki – Business/CIS Instructor
Jessica Jimenez – One Step Beyond Senior Secretary
Keith Paxton – Director of All Youth One Stop
Emma Santos – Financial Aid Assistant
Daniel Tamayo – International Students/Student Activities Director

Subcommittee D: Financial Resources

Minerva Brixey – Student Services Office Manager
Rosemary Burciaga – Office Manager
Estella Fronaberger – EOPS/DSPS Secretary
Eliseo Gamino – Associate Dean of Student Learning
Bruce Hunt – Agriculture Instructor
Patty Morales – Office Assistant
Jeff Wanderer – Biology Instructor
Scott Wilson – Math Instructor

STANDARD IV: Leadership and Governance

Marlon Hall (Co-Chair) – Basic Skills English Instructor

Dr. Larry Rathbun (Co-Chair) – Associate Dean of Student Learning

Subcommittee A: Decision-Making Roles

Clint Cowden – Agriculture Technology Instructor

Jim Grant – Speech Instructor

David Hedgecock – Geography Instructor

Anna Lisa Little – Child Development Instructor

Jill Stearns – District Director, Financial Aid

Subcommittee B: Board and Administrative Organization

Bruce Baker – GPS Project Coordinator

Carl Dean – Health/Physical Education Instructor

Mark Gritton – Health/Physical Education Instructor

Guadalupe Luna – Program Assistant

Merlin Welch – Heavy Equipment Instructor

ORGANIZATION OF THE INSTITUTION

The District

West Hills Community College District (WHCCD) is currently comprised of one district office; one accredited college, West Hills College Coalinga (WHCC) with an attendance center, North District Center (NDC); and one college, West Hills College Lemoore (WHCL) that is a candidate for accreditation. The chancellor acts as the liaison between the colleges and the board of trustees. Informed dialogue between the district and colleges flows in both directions. The presidents meet with administrators and councils, dialogue with internal and external campus constituents, and bring information to the chancellor's executive cabinet meetings. The chancellor forwards information to the board in regular reports at board meetings. The board, subsequently, provides direction to the chancellor, who presents information at the executive cabinet meeting to the presidents, who utilize it with college-level constituents in meeting college student learning goals.

In its support role, the WHCCD provides several centralized, districtwide services to the colleges, including human resources; business services; marketing; financial aid; information technology services; enrollment management; facilities development and management; grants; learning resources; research; web services; and the foundation. The chancellor oversees the operation of the services located at the district office except for learning resources, which operates at each of the colleges separately.

The Chancellor

The chancellor's office has responsibility for administering the policies adopted by the board of the trustees and executing all decisions of the board requiring administrative action, including facilities planning. The chancellor is the chief executive officer of the organization and, as such, works closely with the executive team on the following functions: educational program; student support; planning and research; fiscal activities; communication activities including publications, government relations, legal support and local partnerships; human resources; management information systems; information technology; and grants and foundations.

The chancellor's role is to be supportive of the college presidents and to develop ways to maximize instructional opportunities for students. The chancellor attempts to be as innovative as possible in providing essential services to the campuses, including the use of technology, and employing staff who view the individual's role as providing service to the colleges. While the district mapping process is new, it provides great opportunities to identify ways in which the district needs to communicate in a more effective manner to the campuses concerning the services it provides. For example, while the district has been

successful in obtaining over \$40 million in state and federal grants, it has not been effective in communicating to the campuses how grants have allowed the district to provide more faculty and resources; therefore, more classes for students. It is the district's hope that as WHCCD continues to provide dialogue and greater service to the campuses, everyone, including district staff, will begin to have a clearer role of the district in relationship to the colleges. The college presidents have done an excellent job in articulating the role of the college as it relates to the district, and each year that role becomes more defined and clearer for everyone involved. The chancellor's office has formal and informal interactions with each college as provided by the college presidents. In each case, however, the chancellor's office supports the autonomy of the college presidents to operate the colleges within the policies and procedures of WHCCD.

Human Resources

Under the supervision of the vice chancellor of business services, the district director of human resources (HR) is responsible for the overall recruitment and processing of all positions for the district regardless of location. All background checks, including criminal history, interviews with previous employers, as well as social security tracing, are performed by the HR director. Additionally, once an individual is employed the HR office provides the necessary orientation to ensure that all benefits and applicable contractual obligations are understood with regards to each employee's area of responsibility. HR provides yearly contracts for full-time administrators and full-time faculty as well as semester-long contracts for part-time faculty employed at WHCC.

The district director of HR also serves as the district's chief negotiator and is responsible for the implementation, interpretation, and administration of the collective bargaining agreements for WHCCD.

When a position becomes open, the WHCC provides HR with a "Request to Fill Position" (RFP) form signed by the appropriate supervising and budget administrator, the college president, the district vice chancellor of business services, and the district chancellor. HR advertises the position through appropriate media. The college president or other administrator establishes the appropriate hiring committee that creates or revises job descriptions, interview questions, application review criteria, evaluates, and interviews candidates. The academic senate appoints faculty members to faculty hiring committees. HR schedules interviews and provides the college with appropriate paperwork. Once final interviews are conducted, and the RFP signed by the above-listed personnel, HR conducts background checks and makes final job offers. Once the job offer has been made and the necessary orientation completed by HR, the new employee reports to the college and assumes appropriate responsibilities. WHCC conducts employee evaluations on a regular schedule tracked by HR

dependent on bargaining unit contract and/or board policy requirements. The evaluations are sent to HR for inclusion in the individual's personnel file.

In addition, the HR director, college president, and dean of student learning interact on a regular basis as necessary to discuss and resolve personnel issues including student grievances. If necessary, HR contacts the district's legal advisors for opinions and/or investigations and informs the college administrators as to actions being taken.

Business Services

Under the supervision of the chancellor, the vice chancellor of business services is responsible for the district budget, capital outlay, mandated cost reimbursement, insurance coverage, risk management, accounting functions, and supervision of districtwide bookstore functions and child development centers. All WHCCD monies are accounted for by the district business services department.

All college-level and district-level units, including auxiliary operations and student organizations, deposit and maintain funds with the district business services department. Business services is responsible for accepting and rejecting bids including standardizing specifications; payment approval of invoices; the disposition of surplus property; regular contact with department heads and vendors; maintenance of records systems; preparing reviews and distributing related detailed reports; and striving to ensure the expeditious procurement of needed materials and services.

In addition, business services provides projections of revenue and forecasts the district's financial position; consults with data processing personnel regarding financial and accounting issues; prepares monthly financial statements, analyses, and other periodic reports; oversees and coordinates implementation of new financial systems, providing training to both district and college staff members; and issues payroll, student body, and revolving fund checks; and petty cash.

Each college campus receives money and prepares deposits for submission to the district business services department for processing and posting to the general ledger. College personnel have Datatel access to enter purchase requisitions for appropriate college-level budgets. Once WHCC receives its budget allocation for the year, the councils at the college level develop appropriate budgets for respective areas and submit to the College Consultation Council (CCC) for approval. The finalized budgets are forwarded to business services for entry in Datatel.

Marketing

Under the supervision of the chancellor, the district director of marketing is responsible for advertising, public information, and marketing activities for the district. The director works closely with the director of institutional effectiveness, planning and web services to ensure accurate and timely information is available to the public via the website. In addition, the marketing department maintains files of all news articles and video news clips that appear about the colleges and the district via subscriptions to two daily newspapers and a number of weekly publications.

The district duplicating department, located on the Coalinga campus, also reports to the district director of marketing and provides reproduction services, graphic design services, and photo files for the entire district. Copy machines are located on each campus for making a few copies; however, large numbers of copies need to be requested from the duplicating department and delivered to the appropriate site.

The district director of marketing coordinates with the college president and the dean of student learning to develop advertising, publications, and news releases that represent WHCC to the community. The director of marketing is frequently invited to the president's council to share ideas and help develop marketing strategies for the college.

Information Technology Services

Under the supervision of the vice chancellor of business services, the district director of information technology services (ITS) provides for the planning, development, and support of the information technology infrastructure of the district. The architectural framework of the information technology infrastructure is designed to support and enhance the mission and goals of the district and the college by enabling interactive multimedia through the deployment of computing, communications, and new media technologies. The ITS support focus is on the baseline information infrastructure and central tools. Information technology deployed primarily through ITS includes telecommunications, data processing, office automation, multimedia, and end-user computing.

WHCC interacts with ITS personnel regularly in its support function. When a problem arises at the college level, an email is sent to the ITS help desk for response. In addition, the district computer operations manager, located on the Coalinga campus, consults with the dean of student learning frequently regarding the order and/or repair of faculty and classroom computers. The director serves on the Instructional Services Council (ISC) to discuss technology issues.

In addition, college-level technology recommendations generated at the college council level are forwarded to the College Consultation Council (CCC). The CCC

forwards them to the West Hills College customer information team (WHCIST) technology advisory team (TAT) for resolution as appropriate. The TAT is comprised of districtwide faculty, administrators, staff, and students, who address technology-related issues focusing attention on hardware and software that directly impacts instruction. The TAT also has oversight for implementation of the e-learning technology strategic plan adopted in fall 2002.

Enrollment Management

Under the supervision of the chancellor, the district director of enrollment management has responsibility for admissions, records, registration, and curriculum management. Enrollment services ensures admission of students in a timely and efficient manner, registration of qualified students, accuracy of permanent records, and district maintenance of college course schedules and catalogs. A district admissions assistant aids WHCC students and faculty with admission and registration issues on campus.

The district instructional operations manager, who reports to the district director of enrollment management, aids the dean of student learning by entering the WHCC course schedules and catalogs into the Datatel system before the district director of institutional effectiveness, planning and web services posts them to the WHCC website. In addition, the instructional operations manager creates agendas and takes minutes for the WHCC curriculum/general education committee. The manager maintains the original copies of all WHCC curriculum at the district office.

Facilities Development and Management

An architectural consulting firm, the Addington Partnership (TAP), has been added to the business services staff for the purposes of facilities planning. An architect meets bimonthly with the WHCC Facilities Development Council (FDC) to discuss construction and remodeling projects. The architect also manages expenditures associated with construction; informs the college and district on potential funding opportunities; supports the educational goals of the institution; maintains a five-year construction plan; and details scheduled maintenance and repair projects in consultation with the FDC.

The FDC also interacts with the district in the development and resolution of risk management issues, including development of the chemical hygiene plan, emergency preparedness plan, and emergency evacuation plan.

Grants

Under the supervision of the chancellor, the district director of grants communicates with the college presidents, administrators, and faculty to determine possible grant funding. The director also works with the college grant program directors to ensure that funded grants are implemented within the

specific guidelines of each individual grant, thus ensuring that all appropriate supporting documentation is in place for audit purposes.

In order to meet compliance review regulations, the district director of grants is responsible for providing all funding sources with the mandated reports including: follow-up documentation, performance reports, fiscal reports, and statistical data as required. The director also attends federal, state, and local meetings to build collaboration and share best practices. District grant staff members continually meet with potential funding sources such as workforce investment boards, employment and development departments, and federal agencies to maintain positive working relationships.

Institutional Effectiveness, Planning and Web Services

Under the supervision of the chancellor, the district director of institutional effectiveness, planning and web services performs a variety of duties to plan, organize, design, coordinate, supervise, and implement a research program that supports the goals of the district and the college. The director works closely with the college president and the dean of student learning to ascertain the data needs of the college for evaluating and improving the college's instructional and student support services. The director provides data to the college as requested in a timely manner.

In addition, the director designs and maintains the district's and college's websites, and establishes procedures and standards for posting content on all district internet and intranet websites. College personnel post content to the WHCC website through the use of the "Contribute" software. The director consults with the president's council regarding WHCC website issues.

Financial Aid

Under the supervision of the chancellor, the district director of financial aid is responsible for the administration and organization of financial aid programs for the district. The programs include federal and state grants; fee waivers; federal and institutional work study; institutional grants; scholarships; and direct loans. The district financial aid office is designed as a district-level function with staff at WHCC to meet the needs of students. Policies and practices are districtwide, while hours of operation vary depending upon location. Although there is a district director, there is also a financial aid coordinator at the Coalinga campus to ensure smooth service is provided to students on a daily basis. In addition, one of the associate deans of student learning interacts regularly with the district director of financial aid to resolve any issues that arise.

Learning Resources

Under the supervision of the chancellor, the district dean of learning resources is responsible for the library/learning resource center (L/LRC), the NDC Library,

instructional media services, tutoring, classroom technology, and distance learning. The dean interacts frequently with the president, dean of student learning, and the College Consultation Council (CCC) regarding issues related to learning resources.

In addition, the district dean of learning resources supervises the WHCC/NDC librarian, the WHCC library resource specialist, and other related support staff.

The College

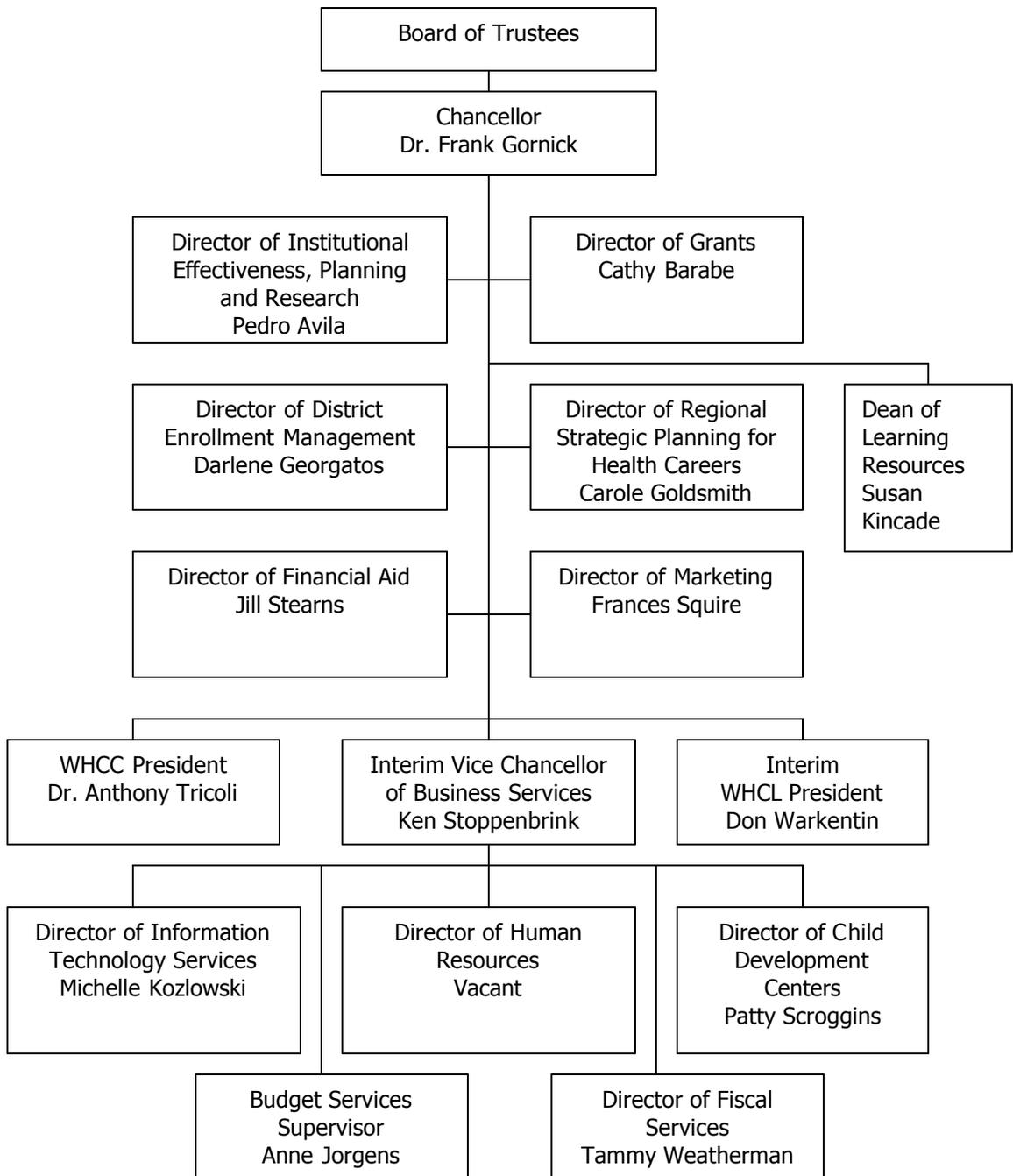
Under the supervision of the chancellor, the WHCC president oversees the main student learning administrative areas, including instructional services; student services; maintenance and operations; and athletics. Although the president has ultimate authority over the college's operation, the president delegates authority and responsibility to appropriate administrators and others at various levels of the college.

The president has been delegated full authority for the management and leadership of WHCC through board policy. In conformity with his responsibilities and exercise of his leadership opportunities, the president brings together all members of the college community to dialogue and implement applicable statutes, regulations, and board policies to assure conformity with the college mission.

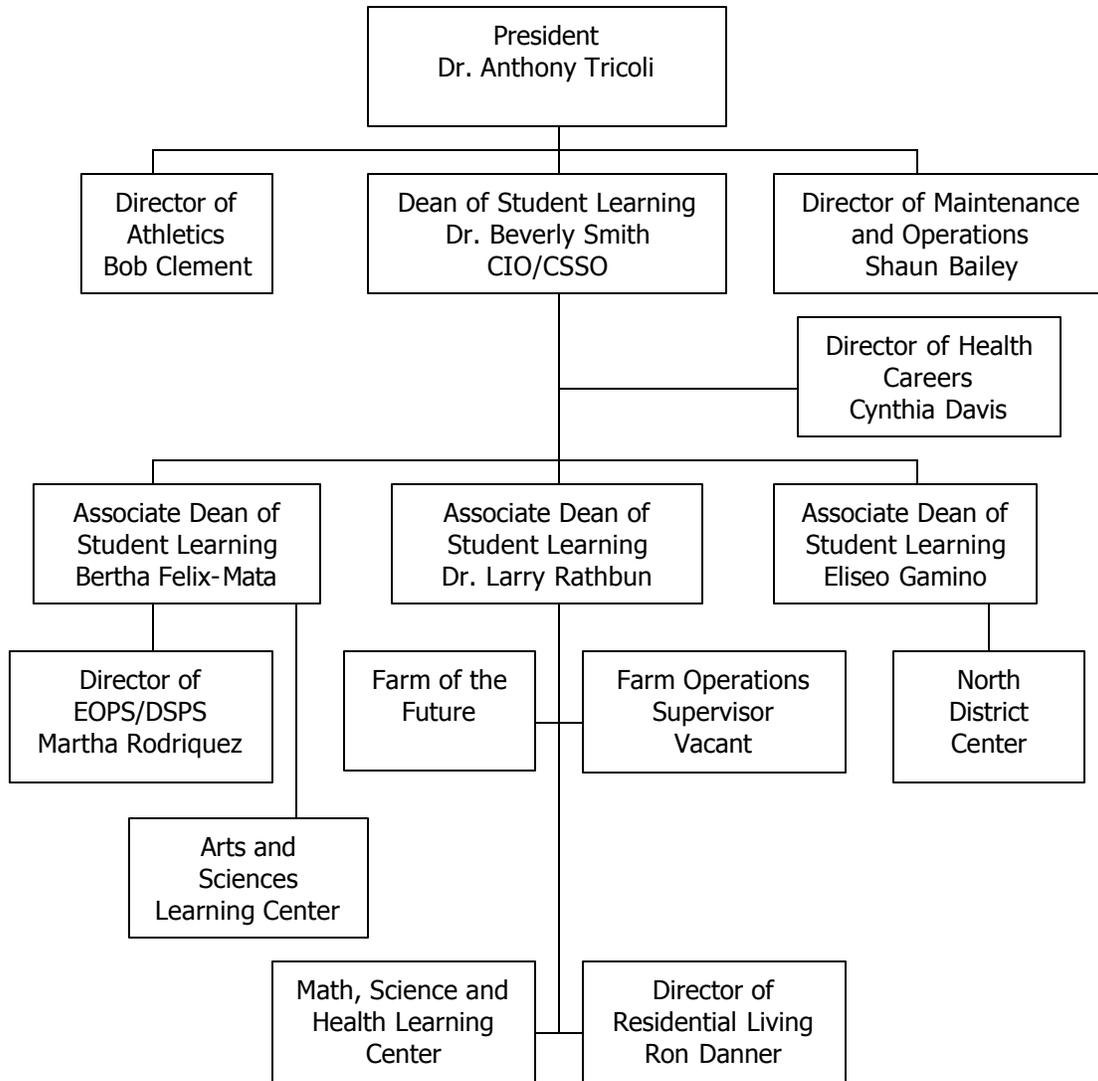
In July 2004, the board of trustees approved a major WHCC administrative organizational change proposed by the president to strengthen the college's commitment to developing and maintaining a college that places the learner at its center. The new administrative structure is based on a student learning model with a dean of student learning and three associate deans of student learning, each of whom is responsible for both instructional and student support services components of the institution. The athletic director and the director of maintenance and operations report directly to the president.

WHCC has revised its committee organizational structure to encourage an environment of empowerment, innovation, and institutional excellence. The college's committee structure was revised to be collaborative in nature with systematic participative processes to ensure effective dialogue, evaluation, planning, improvement, and implementation of the strategic plan. Student, faculty, administrative, and classified staff representatives constitute the membership of all governance councils and committees, including the College Consultation Council (CCC), Instructional Services Council (ISC), Student Services Council (SSC), Learning Resources Council (LRC), Facilities Development Council (FDC), and curriculum/general education committee, empowering all segments of the WHCC community to share a voice in decision-making.

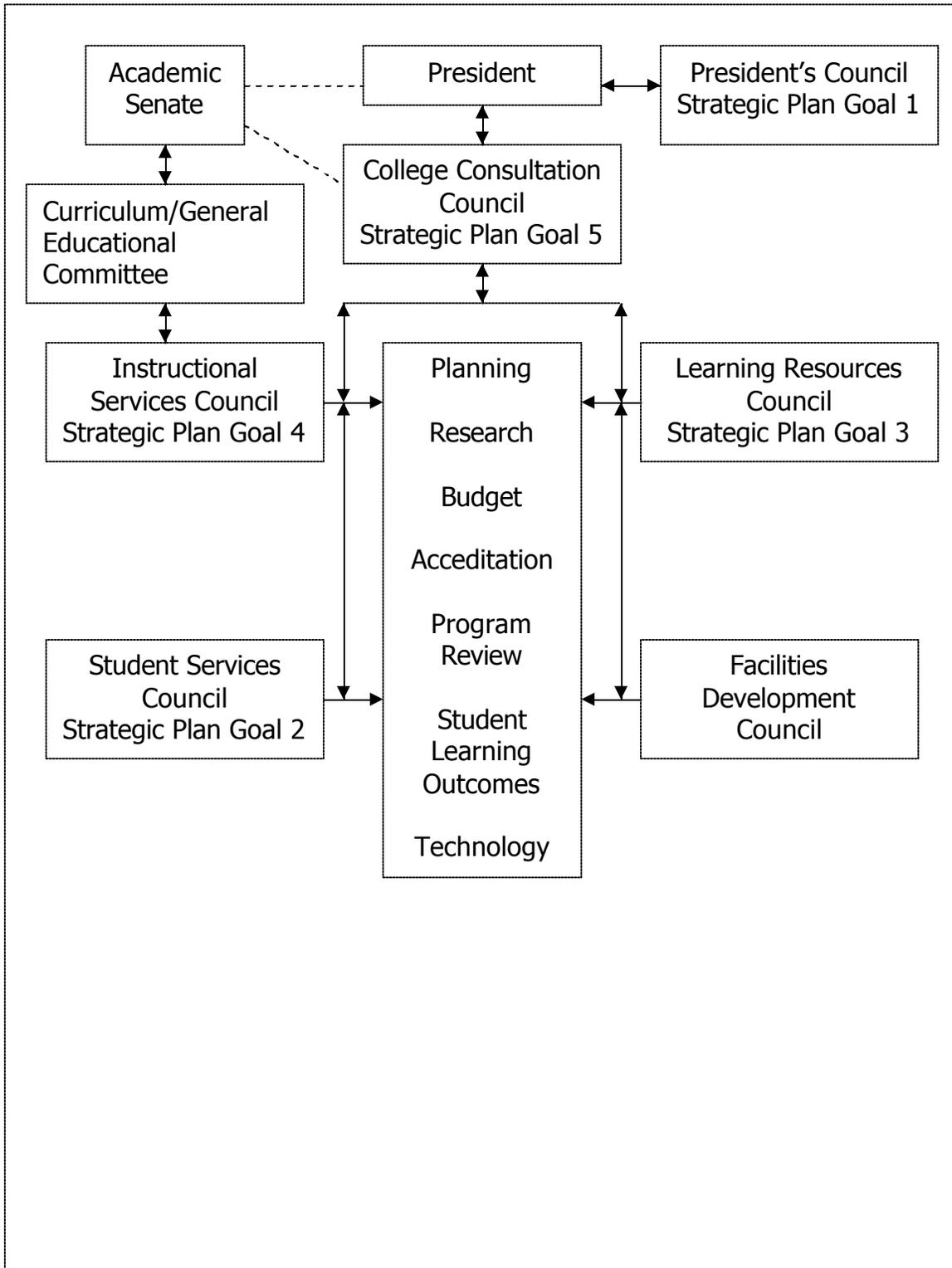
WHCCD ORGANIZATION CHART



WHCC ORGANIZATION CHART



WHCC COUNCIL/COMMITTEE STRUCTURE



FACULTY LEARNING CENTERS/INSTRUCTIONAL AREAS
Full-Time Faculty Members
2004-2005

LIBERAL ARTS

SCIENCE, MATH, & HEALTH

<p style="text-align: center;">Social Sciences/Public Service</p> <p>Dave Hedgecock - Geography Norine Oliver – History/Political Science – Curriculum Representative Cal Tincher – History/Humanities Staci Mosher - Psychology Tom Winters – Economics/DSPS John Bart – AOJ – Law Enforcement Anita Whitehead – AOJ – Corrections - Academic Senate Vice President Anna Lisa Little – Child Development Genie Pratt – Child Development</p>	<p style="text-align: center;">Science, Math & PE</p> <p>Mark Arce – Health Ed/Basketball Mike Burke –Biology/Math Mark Gritton – Health Ed/PE/Football Paul Hodsdon – English/Baseball Jeff Wanderer – Biology/Volleyball Staci Mosher – Psychology/Softball Faye Mendenhall – BS Math Marlon Hall – BS English/Basketball Terry Corcoran - Math Ken Sowden – Math – Curriculum Representative Scott Wilson - Math</p>
<p style="text-align: center;">Arts & Letters</p> <p>Marlon Hall – BS English – Academic Senate President Melissa Valgeirsson – English – Curriculum Representative Jeff Vaughn – English/Hum/Phil Linda Jacobus – BS English/ESL Maggie Discont – BS English/ESL Rhea Rehark-Griffith - Spanish Dixie Smith – Performing Arts/Speech Harold Wiest – Performing Arts/Speech Paul Hodsdon - English Jim Grant – Speech/Health Ed Scott Sutherland - English</p>	<p style="text-align: center;">AG/BUS/CIS/CWEE</p> <p>Bruce Hunt – Agriculture/Rodeo Merlin Welch – Heavy Equipment Sarah Shepard – Business – Curriculum Representative Cindy Hauki – Business/CIS Richard Jeffery - CWEE Clint Cowden - Agriculture</p>
<p style="text-align: center;">Non-Teaching Faculty</p> <p>Sandy McGlothlin – Counselor – Curriculum Chair Marlese Roton - Counselor Martha Rodriquez - Counselor Marta Hendrickson – Counselor – Articulation Officer Mark Arce – Health Ed/Counselor Linda Amaya-Guenon – College Success/Counselor</p>	<p style="text-align: center;">Allied Health</p> <p>Mel Sutton Hector Dam-Mikkelson Tina Rolfsema Denise Oxford – Curriculum Representative Donna Todd Frank Morales Kim Wyatt Susan Tillotson James Hill Marjorie Harp Sheila Stumbaugh</p>

ABSTRACT OF THE SELF STUDY REPORT

Standard I: Institutional Mission and Effectiveness

1.A. Mission

Based on information received during the "Voices, Values and Vision" town hall community and campus meetings that occurred from October 2002 through January 2004, West Hills College Coalinga (WHCC) made an institutional commitment to support student learning as its primary mission. WHCC's mission and vision statements were developed as a result of dialogue from the meetings and approved by the board of trustees on June 29, 2004. This is the first mission statement for WHCC as a separate organizational unit from West Hills College Lemoore (WHCL).

WHCC reviews its mission statement and revises it as necessary every five years as part of the strategic planning process. The college's mission is central to institutional planning and decision-making. It guides the creation of the institution's major documents and the actions of its councils. The strategic plan and the educational master plan are comprehensive planning documents that guide the college toward the fulfillment of its mission. The mission of WHCC is a key component in all institutional planning and decision-making processes.

1.B. Institutional Effectiveness

WHCC has worked diligently during the past year to affirm itself as a separate and distinct institution from WHCL as part of the proposed transition of West Hills Community College District (WHCCD) from a single- to a multi-college district. The outcome has been the creation of a college-wide governance process described in the college's strategic plan, which includes input from all constituencies, including significant input from students, faculty, staff, and community members for the purposes of identifying both measurable goals and student learning outcomes.

The "Voices, Values, and Vision" planning process led to the development of the mission and vision statements; the strategic plan with strategic goals and key performance indicators; an organizational structure of governing councils; and a revised administrative organizational structure based on a student learning model. Key performance indicators will be achieved through the collaborative efforts of faculty, staff, students, and administrators. Leadership responsibility for the goals will be assumed by college administrators and co-chairs through the work of the college councils. As the key performance indicators are refined by the responsible college council, regular reports will be made to the CCC, and timelines for completion will be monitored. Themes of dialogue; institutional commitment; organization; student learning outcomes; evaluation, planning and improvement; and institutional integrity are woven through the plan.

Each college council began meeting in spring 2004 to identify responsibilities, develop governance structure, prioritize key performance indicators, and plan outcomes. With the assistance of the district director of institutional effectiveness, planning and web services, each council expects to have clear, identifiable, and measurable indicators of success by the end of the 2004-2005 academic year.

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

WHCC commits significant resources to meet the varied educational needs of its students through programs consistent with educational preparation and the diversity, demographics, and economy of its communities. The instructional programs offered at WHCC relate directly to the college's mission and demonstrate the institution's commitment to providing student-centered learning opportunities for its diverse population.

WHCC continues to create new programs to meet the needs of its diverse student population. For example, the precision agriculture certificate program prepares students for employment or university transfer using satellite technology; tractor guidance; remote sensing; aerial and field mapping; variable rate applications; and yield monitoring. In order to improve the success and retention of the large population of under-prepared student athletes, a special "Athletic Learning Community" was developed to place athletes with low scores on the English placement test into a special cohort that take all classes together their first year at WHCC. A recent federal grant provides for the creation of a similar learning community in precision agriculture. In addition, WHCC uses technology to offer courses through videoconferencing between Coalinga and Firebaugh and online courses that allow students with internet access to take a class "anywhere, anytime." The strategy of using technology to better provide students with access to course offerings has been successful as statistics indicate that many students leverage face-to-face classes with distance education offerings.

The faculty are involved at all levels in planning, implementing, evaluating, and improving instructional courses and programs. In addition to serving on the ISC, faculty members submit new and revised course offerings for approval to the curriculum/general education committee. In addition to the continual dialogue afforded to faculty serving on the college councils, faculty also participate in a program review process to keep course and program offerings current and effective. Through the program review process, faculty evaluate courses and programs on a regular basis, make recommendations for improvements, and implement changes as necessary to meet the needs of students. Each discipline

within an instructional area completes a program review on a regular basis—every four years. The review includes an evaluation of data including an analysis of full-time equivalent students and a plan for improvement where necessary. Lack of data has hampered the program review process in recent years, and the recently hired district director of institutional effectiveness, planning and web services is producing the necessary data to revitalize the process. Quality of instruction is also maintained through the required five-year revision of curriculum, the planned analysis of student learning outcomes data, and the program review process.

As courses are modified through the five-year curriculum review process, student learning outcomes (SLOs) will be developed and added to the course outlines. SLOs have already been developed for at least two courses in most disciplines during a series of workshops held at WHCC. Students can demonstrate successful achievement of student learning outcomes in a variety of ways depending on the course. Instructors in different disciplines have chosen to assess SLOs in varying ways. For example, the English faculty have chosen to give writing assignments that will be group-graded, while the psychology faculty have decided to give a comprehensive final exam with embedded questions. Faculty will norm rubrics, collect data from each course section, and evaluate data at the end of each semester. The assessments will be used as part of the program review process to plan improvements in instructional areas.

II.B. Student Support Services

WHCC provides a variety of traditional student services including admissions and records; counseling and advising; and financial aid. The process of admissions, assessment testing, and orientation for new students, counseling services, and registration is accessible to students in person and online and are key in supporting student learning. In addition, WHCC provides special student support services that reflect the diversity of its student population, such as Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Student Support Services (SSS, formerly known as One Step Beyond), Cal WORKS, College Assistance Migrant Program (CAMP), All Youth One Stop (AYOS), and Upward Bound (UB). The programs represent the diversity of services offered to students in direct support of the college's mission.

The institution ensures the quality of student support services and demonstrates that the services, regardless of location or means of delivery, support student learning outcomes, and enhance achievement of WHCC's mission through the program review process. Although program reviews have been completed, the information available about the effectiveness and satisfaction of student services is qualitative rather than empirical data. The hiring of a district director of institutional effectiveness, planning and web services in June 2004 is aiding in

the correction of the deficiency. Due to budget constraints imposed by the state fiscal crisis, the necessary resources to provide equitable access to all student support systems are lacking. The impact of staff shortages is felt in several areas including admissions and cashiering at the Coalinga campus and NDC. Special program staff members have been cross-trained to assist with registration functions and cashiering services.

II.C. Library and Learning Support Services

WHCCD learning resources provides library, instructional media, tutoring, and videoconference services to the Coalinga campus and NDC. One of the major ways in which learning resources enhances the achievement of the college's mission is by providing technology to support student learning. In addition, the district ITS department provides support for faculty computers and computer labs at the Coalinga campus and NDC including the L/LRC.

The WHCC library/learning resource center (L/LRC), housing the Rodney B. Fitch Library with a collection of approximately 30,000 volumes, is currently undergoing a \$2.7 million renovation including a 3,900 square-foot expansion bringing the total library size to over 13,000 square feet. The L/LRC is a multi-functioning facility whose services have been decentralized due to construction since early summer 2003. The new L/LRC will incorporate integrated technologies for collection development, a tutorial center with a 30-station computer lab, a 24-station student wireless laptop program, pay-for-print copier and printers, executive video conference room, video edit suites, two quiet study rooms, a faculty multi-media lab, work area for media services, videoconference, and staff offices.

The NDC Library is 330 square feet with over 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. The NDC Library received an additional 600 volumes in 2003-2004 and is in line to reach its shelving capacity of approximately 4,000 items within the next two years.

The instructional media services department is responsible for installations, delivery, inventory/tracking of all equipment, training, and support to faculty for all classroom and instructional technologies. The technology standard for each classroom includes a video-data projector, screen, amplifier, videocassette recorder, DVD player, surge protector, audio cable, speakers, and ethernet connectivity for laptops. 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. Part-time faculty can check out a laptop computer from media services on a first-come/first-served basis.

Budget constraints over the last two years have hindered the adequate provision of learning resources to all students. There has been only one 19-hour per week library technician at the NDC Library in Firebaugh to provide library, media, and tutoring services to 500 students. The hiring of a full-time librarian to be shared between Coalinga and NDC will help rectify the situation.

Standard III: Resources

III.A. Human Resources

WHCC follows WHCCD board approved policies and procedures in hiring administrators, faculty, and staff. The policies are located in the district Human Resources (HR) department and on the district website. The district has clear and publicly stated criteria, qualifications, and procedures for the selection of personnel. Job descriptions and positions relate 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 and benefits; selection process; and the statement of equal opportunity employer/Title 4/section 504 of ADA/Title 9/age discrimination.

The college's mission statement commits "college-wide staff and resources to the student learning process" and provides "educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve." Consistent with its mission, WHCC has relied on the faculty and staff diversity plan in accordance with Title 5 for procedures to be used for the recruitment of diverse faculty and staff. However, a few instructional disciplines do not have full-time faculty representatives or do not have sufficient numbers of faculty members. Currently, there are no full-time faculty at WHCC in art, computer science, geology, or sociology.

Attracting qualified applicants for administrative and faculty positions has been challenging due to WHCC's rural location. To improve the applicant pool, openings are advertised on the district website; in local and regional newspapers; within professional publications; and in the Chronicle of Higher Education. These efforts have improved some full-time faculty and administrative hiring applicant pools; however, part-time faculty positions continue to be difficult to fill. Part-time faculty are frequently unavailable to teach during the day due to other employment and/or are unwilling to travel more than 50 miles from Fresno or Hanford to teach in Coalinga and Firebaugh.

WHCC 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. However, all evaluations

include written criteria that have clear expectations of performance of assigned duties and participation in institutional responsibilities.

III.B. Physical Resources

WHCC provides a high-quality physical environment and equipment in support of its commitment to student learning. State capital-projects funding (proposition A) and a local-bond initiative (measure G) allowed the remodeling of 14 buildings on the Coalinga campus and at NDC. The old facilities were remodeled to support existing and emerging programs and technologies and to provide design flexibility to accommodate programs yet to come. Buildings were remodeled to include a computer lab, an open entry/open exit (OE/OE) computer lab, two basic skills computer labs, two science "collaboratories", psychiatric training facility, theater, athletic training room, and several general purpose classrooms.

In addition, a long-range capital plan to develop the "Farm of the Future" that included moving from the current campus farm to land donated by the Allen family in Coalinga is currently reaching fulfillment. Part of the plan included designing and developing appropriate facilities to meet student learning needs, including classrooms, laboratories, fields, orchards, parking, and a pavilion for rodeo, cattle, horse, and community events. Four years after conception, the plan has been partially completed. Significant infrastructure, including a well and a drip irrigation system, has been completed. Three portable buildings have been remodeled on the Allen farm to house two classrooms and a computer lab based on the Farm of the Future academic master plan developed during spring 2004. The first classes in the new buildings were held in fall 2004.

The maintenance and operations (M & O) director has overall supervisory responsibility for security; safety; shipping and receiving; mail; transportation; and parking. In addition, M & O provides building and grounds maintenance for all college buildings, walkways, parking lots, and landscaping on the Coalinga campus; NDC; the "Farm of the Future"; and the child development centers in Avenal, Firebaugh, and San Joaquin. In addition, the M & O department is responsible for "event set up" for many athletic, district, college, and community-sponsored events.

Insufficient funds for maintenance and repairs of facilities, including staffing, sometimes prevent completion of needed maintenance and repairs in a timely manner. Staff meet daily to develop work plans with safety issues given first priority.

III.C. Technology Resources

WHCC through the district ITS department provides technology infrastructure, hardware, and software support utilizing established standards districtwide. The district ITS department supports the Datatel business management system; the

Blackboard online instructional platform; the CISCO AVVID (video/voice/data) system; office automation (Office XP, Microsoft Outlook, PowerPoint, Excel, etc); information and decision support (data warehouse, reports, etc); and end-user computing (HP laptops, Tangent desktops). WHCC has approximately 559 computers and 32 servers on the Coalinga campus and at NDC. When a staff member needs help the individual can email HELP-DESK-ITS and a "trouble ticket" is generated. A response is usually received within 24 hours.

In 1999, the district decided to adopt Datatel management information system software. The Datatel software program was quickly integrated into the district's management information system. 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).

In addition to the access to multiple computer and classroom technology resources, students have access to a myriad of resources through the "My West Hills" component of the WHCC and NDC websites, including instant and up-to-date scheduling information, online courses, registration, admissions, counseling (Ask-A-Counselor), catalog, and electronic library resources. WHCC and NDC now provide students access to programs and services by eliminating the time and geographical boundaries to education.

While not formalized by budget support, ITS does have an informal computer replacement plan, and meets many of the upgrade needs through equipment replacement and cascading. ITS has been involved in the e-learning technology strategic planning process, has set district standards for technology acquisition, and is aggressive in maintaining quality infrastructure and hardware support.

III.D. Financial Resources

The discussion to develop a college-level budget development process began in January 2003 at a district budget review committee (DBRC) meeting. The WHCC College Consultation Council (CCC) then approved a budget development process for WHCC in October 2004 that is tied to the strategic plan, educational master plan, and program review. The process provides the allocation of necessary resources to ensure improvement of institutional effectiveness. Each college council has been charged with responsibility for developing the operating budget and a prioritized equipment/materials list for its respective area annually. The CCC evaluates expenditure requests from the other councils based on the requests relation to the strategic plan, the master education plan, and program review documents. The CCC compiles a finalized budget, which is submitted in April to the DBRC for inclusion in the districtwide budget. In addition to the new

college budget development process, the WHCC and WHCL presidents are currently participating with the chancellor in the development of an allocation model for WHCCD.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. WHCC assumes that the state fiscal crisis will exist for several years so conservative planning will continue. In addition to the development of a formal budget development process that ensures that budget priorities focus on student learning outcomes, the CCC has begun dialogue regarding achievement of goal 5 of the strategic plan to enhance the financial strength of the college.

The continued negative fiscal condition of the state of California and late budget adoption by the state in addition to community college funding reductions in 2003-2004 and 2004-2005 make it difficult for WHCC to develop long-range financial planning with any degree of accuracy. Short-range planning has been hindered as well as the district was forced to cut or reduce resources in all areas.

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

As part of the process of establishing itself as a potential separate college in a multi-college district, WHCC revised its committee and administrative organizational structure during its strategic planning development process. The proposed changes were discussed on several occasions with faculty, staff, student, and community constituents as part of the college's belief that "dialogue with the students, the faculty, the staff, and the community guide our thinking and our actions." In July 2004, the board approved the new committee organizational structure, administrative organizational structure, and strategic plan.

The role of faculty in the governance process was established through collaboration with the district and college administrators. 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 senate serves on the CCC; the District Council on Student Learning (DCSL); the district curriculum coordinating committee; and has regular meetings with the college president and separate meetings with the dean of student learning. The academic senate has primary responsibility for making recommendations in the areas of academic and professional matters, including but not limited to curriculum; academic standards; hiring policies; procedures; and criteria for contract faculty and administrators.

IV.B. Board and Administrative Organization

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 DCSL and from the college academic senate for review and approval. At monthly board meetings, WHCC informs the board through written reports and special presentations regarding student learning issues.

The president has encouraged and supported a collegial process that sets values, goals and priorities; ensures that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishes procedures to evaluate overall institutional planning and implementation efforts through the "Voices, Values and Vision" planning process and the development of the strategic plan.

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 and others at various levels of the college.

In July 2004, the board of trustees approved a major WHCC administrative organizational change reviewed by the college community in council and open form meetings and proposed by the president. The change strengthened WHCC's commitment to developing and maintaining a college that places the learner at its center. The new administrative structure is based on a student learning model with a dean of student learning and three associate deans of student learning, each of whom is responsible for instructional and student support service components of the institution.

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 2004, WHCL was advanced to candidacy by the Western Association of Schools and Colleges (WASC). With the advancement West Hills Community College District (WHCCD) continues its transition from a single to a multi-college district with two potential 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 WHCCD board of trustees approved WHCC's strategic plan in July 2004. During 2002-2004, WHCC developed a strategic plan from dialogue that occurred in the "Voices, Values, Vision" town hall meetings with faculty, staff, administration, student and community member participation from the communities of Coalinga, Avenal, Huron, Firebaugh, San Joaquin, Mendota, and Tranquility. A mission statement, vision statement; core organizational values; guiding principles and assumptions; strategic goals; and key performance indicators are embedded in the strategic plan.

The mission and vision statements are published in numerous documents, including the strategic plan, council handbooks, and the college catalog available on the WHCC website. A copy of WHCC's current mission statement may be found in the 2004-2005 catalog and in the 2004-2009 strategic plan.

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 policy-making 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.

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.

In March 2002, the board of trustees appointed Dr. Anthony Tricoli as the president and chief executive officer for WHCC. Dr. Tricoli's biography 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 four administrators, including the president, a dean of student learning, and three associate deans of student learning, one of whom serves as the director for NDC and one as a director for the "Farm of the Future". The administrators selected are competent, well-qualified individuals who exemplify the expertise, quality, and integrity needed to support the mission and goals of the WHCC.

6. Operational Status

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

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 1,600, 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. Students can

choose from 20 degree and 18 certificate programs. In 2003-2004, 110 students received associate degrees and 17 students received certificates.

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 20 degrees and 18 certificates that are included on the California community college chancellor's office program inventory list. In fall 2004, 45 percent of the students at WHCC and NDC were enrolled in degree and certificate programs.

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 WHCC catalog contains a comprehensive statement of educational purpose for each academic and occupational program offered. 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. All degree programs are congruent with the college's mission as evidenced by the variety of programs offered: basic skills, certificate, degree, occupational, and transfer.

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 through contract education. 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 are required to have clearly stated measurable objectives and must be revised on a regular basis. As five-year curriculum reviews of course outlines are completed, the newly developed student learning outcomes are added to the outlines and measured across all course sections.

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.

The college's academic freedom policy for faculty and students is set forth in Board Policy 313. It is also available in the WHCC catalog and in the faculty resource guide.

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 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. The statement is also published in the faculty resource guide.

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 Resources for Education (CARE), Disabled Students Programs and Services (DSPS), Student Support Services (SSS), College Assistance Migrant Program (CAMP), 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, the course schedule, and 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. The policy clearly specifies the qualifications of students that apply for admission to WHCC and is published in the college catalog, the course schedule, 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 a full-service, limited-resources library that includes a collection of books, periodicals, reference materials, and electronic resources. The newly remodeled library/learning resource center (L/LRC) in Coalinga, which opened in spring 2005, contains over 13,000 square feet of space and includes a variety of rooms for public service. The remodeled L/LRC provides 179 seats for the general student population and office space for 7 staff. The L/LRC will incorporate integrated technologies for collection development, a 24-station wireless network lab for students to use in conducting research, an executive videoconference room, video-editing suites, and a tutorial center with 30 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 L/LRC 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. The NDC Library received an additional 600 volumes in 2003-2004 and should reach its shelving capacity of approximately 4,000 items within the next two years.

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 barely adequate to support the new college mission and educational programs. Severe cuts in state funding to the community colleges have resulted in reductions of programs, staff, and instructional resources. Thus, the college must respond to increased student needs with fewer resources. The district vice chancellor of business services maintains the WHCC budget and fiscal accountability for programs and services offered at WHCC.

The West Hills College Foundation works closely with the community and WHCC to provide external funding whenever possible. In addition, the grants office works diligently to secure grants to support the 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 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 July 1999, West Hills Community College District (WHCC) held a "New Millennium" retreat to develop values, mission and vision statements, and action steps for West Hills College (WHC). In July 2000, WHCC held a second retreat to review progress on values, mission and vision statements and action steps developed at the first millennium retreat. In October 2002, another review occurred during the transition of WHCCD from a single- to a multi-college district.

West Hills College Coalinga (WHCC) began its institutional planning and evaluation process with a series of "Voices, Values and Vision" town hall meetings, which included collaborative participation from students, instructors, administrators, and community constituents. The process resulted in defining the college's mission and vision statements, core organizational values, guiding principles, strategic goals and committee organizational structure as outlined in the strategic plan. In July 2004, the board of trustees approved the strategic plan. The plan is being shared with faculty, students, staff, and the community. In addition, college councils are responsible for developing action plans for the accomplishment of one of the goals in the strategic plan, as well as planning, research, program review, staff development, student learning outcomes, technology, and relevant budget issues. When appropriate, the issues are forwarded to the College Consultation Council (CCC), which makes recommendations to the president.

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, the course schedule, and on the WHCC website. The college catalog and the course schedule are published online and can be obtained on compact disc (CD) upon request. 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:

Dr. Anthony Tricoli, President
West Hills College Coalinga

Jeff Levinson, Board of Trustees President
West Hills Community College District

STANDARD I: 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.

STANDARD I: Institutional Mission and Effectiveness

Dr. Michael Burke (Co-Chair) – Biology/Math Instructor

Susan Kincade (Co-Chair) – Dean of Learning Resources

Lorna Davis – Administrative Assistant

Melissa Valgeirsson – English Instructor

Anita Whitehead – Administration of Justice Instructor

Pam Williams – High Technology/Access Specialist

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.

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 (WHCC) has a mission statement that defines the institution's broad educational purposes and establishes student learning programs and services aligned with the mission. The mission statement purposefully defines a broad student population that includes those residing in the large rural geographic area served by WHCC and the growing, global-online community as well as future students. (1A.1)

Student learning programs at WHCC have evolved over the last six years to align with the college's purpose, providing educational, cultural, and economic development opportunities for the college's service area. The character of the institution is defined by the communities it serves as well as its diverse student population as evidenced by transfer rates, certificate completions, and degrees conferred. 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.2, 1A.3, 1A.4)

Self-Evaluation

West Hills College Coalinga meets the standard. Over a two-year period of time (and continuing), extensive dialogue has occurred among and between students, faculty, administrators, classified staff, and community members in a series of "Voices, Values and Vision" town hall meetings to identify the current needs of the student population and ways in which student learning programs and services could be aligned with the college's purpose, character, and student population. Participants of these meetings were asked a series of scripted questions aimed at clarifying the college's defining characteristics; the college's strengths and weaknesses; and pressing needs of the community. In addition, a campus-wide meeting was held in October 2003 to discuss future directions for WHCC, and the college community agreed that cornerstone programs include administration of justice, agriculture, performing arts, psychiatric technician, athletics, and special student support programs. As a result of the many dialogues, a new mission statement and strategic plan were developed. The five-year strategic plan reflects the outcomes of the meetings and will provide a

cyclical evaluation tool. The educational master plan is being revised to reflect the findings. (1A.1, 1A.5, 1A.6, 1A.7, 1A.8)

The dialogue that occurred during the town hall campus and community meetings focused on the character and purpose of WHCC based on existing needs of the community and the evolving character of the college, incorporating the transition to a multi-campus system. A major task was to establish the two-fold identity of WHCC as the original college in the district, and as a smaller, independent college with its own unique mission, purpose, character, and student population. (1A.6, 1A.8)

On the May 2004 accreditation self study survey, 74.00 percent of staff/administrative and 68.89 percent of faculty respondents agree that WHCC has made a commitment to providing high quality education congruent with its mission; 12.00 percent of staff/administrative and 11.12 percent of faculty respondents "don't know"; and 14.00 percent of staff/administrative and 20.00 percent of faculty respondents disagree. (1A.9)

Planning Agenda

None.

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

Descriptive Summary

Based on information received during the "Voices, Values and Vision" town hall community and campus meetings that occurred from October 2002 through January 2004, West Hills College Coalinga (WHCC) made an institutional commitment to support student learning as its primary mission. WHCC mission and vision statements were developed as a result of dialogue from the "Voices, Values and Vision" meetings and presented to the board of trustees on June 29, 2004 for approval. (1A.1, 1A.6, 1A.10, 1A.11)

Mission Statement

To commit 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 that we serve.

Vision Statement

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 state.

The college mission and vision statements are published in a variety of locations including the WHCC catalog, the college council handbooks, the educational master plan, the strategic plan, and the WHCC website. (1A.1, 1A.5, 1A.7, 1A.7, 1A.10, 1A.12, 1A.13, 1A.14, 1A.15, 1A.16, 1A.17, 1A.18, 1A.19)

Self-Evaluation

West Hills College Coalinga meets the standard. The mission statement is approved by the governing board and published in several locations. (1A.1, 1A.5, 1A.7, 1A.12, 1A.13, 1A.14, 1A.15, 1A.16, 1A.17, 1A.18, 1A.19)

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 (WHCC) reviews its mission statement and revises it as necessary every five years as part of the strategic planning process. Immediately following the recommendations received after the last accreditation site visit, West Hills Community College District (WHCCD) took action to review the mission statement. During a "New Millennium Retreat" in July 1999, a broad-based team of administrators, faculty, staff, and board members were asked to identify characteristics that would distinguish a "high performance" community college and provide a standard for WHCCD; trends likely to influence the future of WHCCD; the most influential/significant strengths, weaknesses, opportunities, and threats facing WHCCD; and to brainstorm words and word phrases that capture and communicate the organizational values governing WHCCD. From the brainstorming session, the planning team developed values, a new mission statement, vision statement, goals, and action steps for WHCCD. In January 2000, the mission statement was approved by the board of trustees in January 2000 and served WHCCD as a single-college district until 2004. (1A.1, 1A.5, 1A.20)

In July 2000, another planning retreat was held to assess progress on the WHCCD strategic plan that was created in July 1999 and develop a plan for 2000-2001. The retreat reviewed and affirmed the values and mission and vision statements as a result of the process. Priorities and action steps were identified to address each of the seven strategic goals. (1A.21)

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 new mission statement. (1A.1, 1A.11)

Through dialogue between and among students, faculty, administrators, classified staff, and community members, the development of the "Voices, Values and Vision" document, the strategic plan, and the oversight of the College Consultation Council (CCC), WHCC has established a five-year cycle for review of its mission statement. WHCC has established a strategic planning process that incorporates evaluation, integrated planning, implementation, improvement, and re-evaluation. (1A.1, 1A.5, 1A.6, 1A.13, 1A.22)

Self-Evaluation

West Hills College Coalinga meets the standard. In a variety of campus and community meetings, including community service groups and city council meetings; the Coalinga Chamber of Commerce and business locations; as well as in local newspapers and the district Dialogue newsletter; the findings from the series of town hall meetings; and the college mission and vision statements were presented to college constituents and local community members. WHCC seeks to maintain its institutional integrity by keeping its stakeholders accurately informed regarding its goals and actions. (1A.1, 1A.6, 1A.10, 1A.23, 1A.24, 1A.25)

As West Hills Community College District (WHCCD) began its transition from a single to a multi-college district, an immediate need for a college planning committee became apparent. An ad hoc committee—the planning, budget and accreditation committee (PBA)—was formed as a temporary solution to review the findings of the "Voices, Values and Vision" meetings. In February 2004, the PBA recommended the development of a new collaborative committee structure for WHCC. (1A.6, 1A.26)

The College Consultation Council (CCC) was developed to function as the college's highest collaborative council to review recommendations from other college councils and make recommendations to the president. The CCC replaced the PBA. The council represents all constituent groups on campus: students, faculty, staff, and administrators. The CCC is responsible for reviewing campus policies, projects, evaluation, and general campus business including, but not limited to: planning, evaluating, improving, and implementing the strategic plan; developing or revising governing policies; and providing communication to appropriate groups. Additionally, the CCC will amend and guide the planning processes, and recommend policies and procedures to respond to the changing needs of the student population and internal and external environments. The

hiring of a district director of institutional effectiveness, planning and web services will provide research data to assist the CCC in decision-making in future planning and review processes. As WHCC matures and evolves, so too will the mission statement, which will be reevaluated every five years through the CCC with input from all college constituencies. In February 2004, the first meeting of the committee was convened. (1A.1, 1A.5, 1A.13, 1A.22, 1A.27)

Planning Agenda

None.

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

Descriptive Summary

West Hills College Coalinga's (WHCC) mission is central to institutional planning and decision-making. It guides the creation of the institution's major documents and the actions of its councils. The strategic plan and the educational master plan are comprehensive planning documents that guide the college toward the fulfillment of its mission. The mission of WHCC guides all institutional planning and decision-making processes. (1A.1, 1A.7, 1A.9)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCC has undergone a restructuring of its college organizational structure with a newly created College Consultation Council (CCC) that has oversight for budget planning, the educational master plan, and the strategic plan. Each college council reporting to the CCC has as part of its guidelines the charge to be in alignment with the institutional mission to provide educational, cultural, and economic development opportunities to students. (1A.1, 1A.5, 1A. 7, 1A.11, 1A.13, 1A.14, 1A.15, 1A.16, 1A.17, 1A.18)

The WHCC mission including its institutional commitment to student learning outcomes is an integral part of the college planning and decision-making process. Through the monthly meeting activities of the CCC and curriculum/general education committee; bimonthly meetings of the Instructional Services Council (ISC), Student Services Council (SSC), Learning Resource Council (LRC), Facilities Development Council (FDC), and the four-year program review process, WHCC regularly evaluates efforts to improve the student learning process. For instance, classroom multi-media technologies to assist with the teaching/learning process have been regularly revised per faculty formal and informal feedback in bimonthly LRC, FDC, and district technology advisory committee (TAT) meetings. The curriculum/general education committee meets monthly to revise, delete, or add courses and/or programs in direct correlation to

student and faculty interest. (1A.1, 1A.28, 1A.29, 1A.30, 1A.31, 1A.32, 1A.33, 1A.34, 1A.35, 1A.36, 1A.37)

Planning Agenda

None.

Standard IA Documentation References

- 1A.1 Mission Statement
- 1A.2 WHCC Ethnic Trends Report
- 1A.3 WHCC Graduation Rates
- 1A.4 WHCC Transfer Rates
- 1A.5 Strategic Plan
- 1A.6 "Voices, Values, and Vision" Document
- 1A.7 Educational Maser Plan
- 1A.8 Campus-wide Meeting – Bob Viet's Farm
- 1A.9 May 2004 Accreditation Self Study Survey
- 1A.10 Vision Statement
- 1A.11 Board of Trustees Meeting Minutes (6-20-04)
- 1A.12 WHCC Catalog
- 1A.13 College Consultation Council (CCC) Handbook
- 1A.14 Instructional Services Council (CCC) Handbook
- 1A.15 Student Services Council (SSC) Handbook
- 1A.16 Learning Resources Council (LRC) Handbook
- 1A.17 Facilities Development Council (FDC) Handbook
- 1A.18 President's Council Handbook
- 1A.19 WHCC Website (www.westhillscollge.com/Coalinga)
- 1A.20 New Millennium Retreat Planning Document
- 1A.21 Millennium Retreat – Review and Update (July 2000)
- 1A.22 First CCC Meeting Minutes
- 1A.23 Strategic Plan Dates Document
- 1A.24 Coalinga Record
- 1A.25 Dialogue
- 1A.26 Planning, Budget and Accreditation (PBA) Meeting Minutes (February 2004)
- 1A.27 Board of Trustees Meeting Minutes (5-15-04)
- 1A.28 CCC Meeting Minutes
- 1A.29 ISC Meeting Minutes
- 1A.30 SSC Meeting Minutes
- 1A.31 LRC Meeting Minutes
- 1A.32 FDC Meeting Minutes
- 1A.33 President's Council Meeting Minutes
- 1A.34 Curriculum/General Education Meeting Minutes
- 1A.35 Curriculum/General Education Committee Handbook
- 1A.36 Technology Advisory Committee (TAT) Meeting Minutes
- 1A.37 Program Review Documents

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

In 2002, as part of the transition of West Hills Community College District (WHCCD) from a single- to a multi-college district, West Hills College Coalinga (WHCC) began a three-phase planning process with a series of "Voices, Values and Vision" town hall meetings in the local communities of Coalinga, Avenal, Huron, Firebaugh, Mendota, Tranquility and San Joaquin, as well as on the college campuses. The meetings led by a tri-chair committee, including the president, chief instructional officer, and the academic senate president, were joined by a listening panel of students, faculty, administrators, classified staff, and community members who took notes during the discussions. The community dialogue resulted in defining the college's mission and vision statements, core organizational values, guiding principles, strategic goals, and organizational structure. (1B.1, 1B.2, 1B.3, 1B.4)

WHCC provides a variety of avenues for regular, professional, and frank discussion regarding the teaching/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 Consultation Council (CCC), curriculum/general education committee, Instructional Services Council (ISC), Student Services Council (SSC), Facilities Development Council (FDC), Learning Resources Council (LRC), President's Council, flex and duty day sessions, faculty development workshops, program review activities, student learning outcome workshops, and accreditation workshops, as well as informal gatherings between and among faculty, administrators, and classified staff. (1B.5, 1B.6, 1B.7, 1B.8, 1B.9, 1B.10, 1B.11, 1B.12, 1B.13, 1B.14, 1B.15, 1B.16, 1B.17, 1B.18, 1B.19, 1B.20, 1B.21, 1B.22, 1B.23, 1B.24)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCC has identified dialogue, student learning outcomes, institutional integrity, and evaluation as the college's highest priorities. As evidenced by the strategic plan dates document, dialogue with community constituents remains a major commitment. In addition, the lead governing body, the College Consultation Council (CCC), and ancillary councils reflect a commitment to an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (1B.4, 1B.5, 1B.6, 1A.B, 1B.8, 1B.9, 1B.10)

All governing councils have a set membership and include representation from students, faculty, staff, and administrators. 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. 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 administrators. (1B.4, 1B.5, 1B.6, 1B.7, 1B.8, 1B.9, 1B.10)

Faculty and administrators attended several seminars on the development of student learning outcomes in Bakersfield, Modesto, Fresno, and Monterey during 2003-2004. On flex day, fall 2003, faculty and administrators participated in a student learning outcomes presentation. Information gained was used to develop training sessions to aid faculty in the development of course-level student learning outcomes as part of the continuous improvement of student learning. (1B.18, 1B.19, 1B.20)

In addition to the formal committees and meetings, faculty and administrators regularly gather informally during the lunch hour and discuss educational and classroom issues, such as correct placement of students in courses and the lack of student preparedness for college coursework. Clearly there is camaraderie amongst WHCC faculty that allows for easy discussion and dialogue.

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 dialogue from the “Voices, Values and Vision” town hall meetings resulted in the development of five strategic goals as part of West Hills College Coalinga’s (WHCC) strategic plan to improve its effectiveness, consistent with its stated purposes.

- We will develop and strengthen College and community interactions to improve our positive image in our community.
- We will maintain our focus on excellence, student success, and on being learner-centered.
- We will obtain facilities, technology, and other earning resources to meet the educational and cultural needs of our communities.
- We will encourage academic quality, innovation, and creative thought.
- We will enhance the financial strength of our College by aligning our resources with our mission and goals, continuously improving operational efficiency, and acquiring new revenue sources.

On June 29, 2004, the goals were approved by the board of trustees. Key performance indicators for each goal are stated in measurable terms so that the degree to which the goals are achieved can be determined and widely discussed. WHCC believes it is important to keep the college goals at the forefront of regular discussion. So, for this reason, and to secure accomplishment of the college goals, each goal has been assigned to one of the college’s councils for development of a timeline for achievement. (1B.4, 1B.25, 1B.26)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCC has worked diligently during the past year to affirm itself as a separate and distinct institution from WHCL as part of the proposed transition of WHCCD from a single- to a multi-college district. It has been both an exciting and difficult venture involving significant amounts of work for faculty, staff, and administrators. The outcome has been the creation of a college-wide governance process described in the college’s strategic plan that included input from all constituencies, including students, faculty, staff, and community members for the purposes of identifying both measurable goals and student learning outcomes. (1B.4, 1B.26)

The “Voices, Values, and Vision” meetings process led to the development of the mission and vision statements, the strategic plan with strategic goals, key performance indicators, an organizational structure of governing councils, and a revised administrative organizational structure based on a student learning model. The key performance indicators will be achieved through the collaborative efforts of faculty, staff, students, and administrators. Leadership responsibility for each goal will be assumed by college administrators and co-chairs through the work of the college councils. As the key performance indicators are refined by the responsible college council, regular reports shall be made to the College Consultation Council (CCC), and timelines for completion

shall be monitored. Throughout the plan are woven themes of dialogue; institutional commitment; organization; student learning outcomes; evaluation, planning, and improvement; and institutional integrity. (1B.3, 1B.4, 1B.5, 1B.6, 1B.7, 1B.8, 1B.9, 1B.10, 1B.26, 1B.27)

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 district director of institutional effectiveness, planning and web services, each council expects to have clear, identifiable, and measurable indicators of success by the end of the 2004-05 academic year. (1B.5, 1B.6, 1B.7, 1B.8, 1B.9, 1B.10, 1B.26)

Planning Agenda

None.

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

Descriptive Summary

West Hills College Coalinga (WHCC) is currently developing an assessment process to address its recently adopted goals and making decisions regarding the improvement of institutional effectiveness since its inception as a separate college within a proposed multi-college district. With the approval of the strategic plan by the board of trustees in July 2004, WHCC is beginning a new systematic cycle of evaluation, integrated planning, resource allocation, implementation, improvement and re-evaluation. The strategic plan defines the mission and vision of the institution for five years. It establishes relevant goals and planning priorities that are consistent with the values of the college's constituents. The plan also establishes a time frame for achievement of each goal and, ultimately, a plan to communicate the college's goals and objectives to the institution's constituents. It focuses the college's work on established priorities and provides effective use of the institution's resources by providing a baseline from which to measure progress. It establishes a mechanism for reasonable and informed change. (1B.4, 1B.25)

As stated in the strategic plan, a three-phase planning process was developed. In the first phase, "Voices, Values and Vision" town hall meetings were held to gather internal and external data through dialogue. The second phase included a review of the data gathered from the "Voices, Values, and Vision" meetings in

conversations on campus and committee meetings to develop the strategic plan, which included clarified goals as well as mission and vision statements. The third phase includes evaluating, reviewing, and updating the educational master plan. The strategic plan will be reviewed and updated every five years as part of the WHCC systematic cycle of evaluation. (1B.1, 1B.2, 1B.3, 1B.4, 1B.28)

In turn, the Instructional Services Council (ISC), Student Services Council (SSC), Learning Resources Council (LRC), and Facilities Development Council (FDC) are responsible for the program review/planning process; developing and prioritizing budget requests; reviewing applicable research data and report; developing, evaluating, implementing, and revising student learning outcomes; and reporting information to the College Consultation Council (CCC), which functions as the highest collaborative council at WHCC. The CCC consults with college constituents in open forums and forwards information to the President's Council. The CCC plans, evaluates, and improves the strategic plan ensuring that the strategic plan is a living, dynamic document. (1B.5, 1B.6, 1B.7, 1B.8, 1B.9, 1B.10)

Self-Evaluation

West Hills College meets the standard. The strategic plan development process, coupled with feedback from the councils focusing on the program review/planning process, resource allocation, applicable research data, and student learning outcomes ensures an ongoing and systematic cycle of evaluation and improvement. In addition, the CCC systematically reviews and modifies its ongoing planning and resource allocation processes. (1B.4, 1B.5)

In the May 2004 accreditation self study survey, 41.51 percent of staff/administrator and 34.78 percent of faculty respondents agree that WHCC has a planning process that integrates the results of institutional research; 37.74 percent of staff/administrator and 32.61 percent of faculty respondents "don't know"; and 20.76 percent of staff/administrator and 32.61 percent of faculty respondents disagree. With the approval of a new staff position by the board of trustees in May 2004, the district director of institutional effectiveness, planning and web services will provide institutional research for planning, including an analysis of both qualitative and quantitative data. The director has already produced enrollment trends, ethnic trends, age trends, gender trends, full-time equivalent students (FTES) data, unit load, and student success reports. (1B.29, 1B.30, 1B.31, 1B.32, 1B.33, 1B.34, 1B.35, 1B.36, 1B.37, 1B.38, 1B.39, 1B.40)

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

West Hills College Coalinga (WHCC), as part of its development as a separate college in a multi-college district, plans many broad-based opportunities for input by appropriate constituencies including students, faculty, staff, and community members. The president of WHCC hosted a number of open forums, which began with the "Voices, Values, and Vision" town hall meetings. The meetings occurred between October 16, 2002 and December 17, 2002 in the communities of Coalinga, Avenal, Firebaugh, Mendota, Huron, San Joaquin, and Tranquility. The community constituents communicated the strengths and weaknesses of WHCC from the constituents' perspectives. The meetings provided an inventory of significant items to be addressed in strategic planning and in the creation of strategic directions and initiatives. In addition, collegewide forums were held on October 16, 2002, December 17, 2002, October 21, 2003, May 18, 2004, and May 24, 2004 for faculty, staff, and students to discuss campus governance issues and development of the strategic plan. (1B.3, 1B.24, 1B.41)

The president also spoke at several public meetings including the Coalinga Rotary on September 10, 2003, Coalinga Lions Club on October 28, 2003, Coalinga Area Chamber of Commerce on December 10, 2003, Avenal Business Association on November 12, 2003, Firebaugh City Council on December 15, 2003, and Huron City Council on January 7, 2004 to discuss the findings from the "Voices, Values, Vision" meetings and the development of the strategic plan. (1B.3, 1B.4, 1B.41)

As a result of the strategic planning process the governing organization of WHCC was changed to better reflect its purposes and goals. The College Consultation Council (CCC) was created along with the Instructional Services Council (ISC), Student Services Council (SSC), Facilities Development Council (FDC), and Learning Resources Council (LRC). In addition, strategic goals with key performance indicators were identified through the CCC and presented to each of the other councils for development of timelines and achievement. The college councils will review the strategic planning goals and submit updates to the CCC periodically over the next five years. (1B.4, 1B.5, 1B.6, 1B.7, 1B.8, 1B.9)

In addition to the community-wide meetings, 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. The CSEA president and academic senate president serve on the district council on student learning

(DCSL), and appoint representatives to serve on the CCC and district curriculum/general education coordinating committee. (1B.5, 1B.42, 1B.43)

Currently, West Hills Community College District (WHCCD) is reviewing and discussing allocation models for dividing its resources between West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL). Although the student population in Lemoore is larger than in Coalinga, Coalinga has several unique situations that require consideration of factors other than straight full-time equivalent student (FTES) allocations to make funding equitable: an attendance center in Firebaugh; an older campus in constant need of maintenance and repair; men's and women's residence halls and cafeteria; a farm; a performing arts program; and athletic programs. Currently, the WHCCD existing budget process is being followed for the 2004-2005 budget year. However, discussion began in January 2003 at a district budget review committee (DBRC) meeting regarding the need for WHCC and WHCL to develop separate processes for the colleges. In November 2004, the College Consultation Council (CCC) approved a new WHCC budget development process. The new budget process is overseen by the CCC and tied to the strategic plan, the educational master plan, and program review to ensure that necessary resources are allocated to ensure improvement of institutional effectiveness. (1B.4, 1B.28, 1B.44, 1B.45, 1B.46, 1B.47, 1B.48)

Self-Evaluation

West Hills College Coalinga meets the standard. The planning process is broad-based as detailed in the strategic plan with many dialogue opportunities for input by appropriate constituencies. The planning process was developed to lead to improvement of institutional effectiveness. With the formation of its own identity separate from WHCL, WHCC is fortunate to have accreditation review at the same time allowing for alignment of its strategic planning process with the new Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges (WASC) guidelines, and the college has made great strides in this regard. (1B.5, 1B.49)

However, the process for allocating the necessary resources to achieve institutional effectiveness is not yet complete. During 2003-2004, the district found it necessary to impose budget restrictions on the colleges due to funding reductions by the state, and WHCC was asked to save \$600,000. Several meetings between and among WHCC, WHCL, and the district took place to discuss efficiencies and budget savings. A cost-savings document for spring 2003 was submitted by the college to the district for consideration. In addition, WHCC and WHCL met on July 1, 2003 to discuss a division of the 2003-2004 supplies budget between the two colleges. The budget was \$300,000 less than the one in 2002-2003. An agreement was reached and the appropriate budget transfers made. In addition, the chief instructional officers met and developed a

reallocation of the instructional supply budgets with 44 percent of the budget for WHCC and 56 percent for WHCL, roughly based on the number of course sections offered at each college. The 2003-2004 supply budgets have been rolled over for 2004-2005, while the district and college presidents discuss an allocation model. (1B.50, 1B.51, 1B.52, 1B.53)

One of the responsibilities of the newly formed councils is to develop an operational budget process appropriate to its area. For example, the Instructional Services Council (ISC) will develop a process to prioritize instructional supply budget spending. An instructional budget/equipment purchase request has already been developed that requires justification for purchases to ease prioritization. (1B.6, 1B.54)

Planning Agenda

None.

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

Descriptive Summary

The mission of the newly formed district office of institutional effectiveness, planning and web services is to provide the college communities with timely and accurate information for evaluation, planning, improvement, and decision-making. The director was provided with a listing of desired reports to aid the college. The director responded and provided West Hills College Coalinga (WHCC) a timeline as requested. In addition, the director has provided enrollment trends, ethnic trends, age trends, gender trends, FTES, unit load, and student success reports. (1B.30, 1B.31, 1B.32, 1B.33, 1B.34, 1B.35, 1B.36, 1B.37, 1B.38, 1B.55, 1B.56, 1B.57)

The documents will be used to communicate matters of quality assurance and institutional integrity to appropriate constituencies through the following: District Council on Student Learning (DCSL), College Consultation Council (CCC), Instructional Services Council (ISC), Student Services Council (SSC), Learning Resources Council (LRC), Facilities Development Council (FDC), President's Council, college curriculum/general education committee, district curriculum coordinating committee, academic senate, CSEA, program reviews, flex/duty days, board of trustees, West Hills College Customer Information Support Team (WHCIST), technology advisory committee (TAT), accreditation self study report, end-of-year report, press releases, and collegewide correspondence. (1B.11, 1B.12, 1B.13, 1B.14, 1B.15, 1B.16, 1B.17, 1B.22, 1B.23, 1B.42, 1B.58, 1B.59, 1B.60, 1B.61, 1B.62, 1B.63, 1B.64)

Self-Evaluation

West Hills College Coalinga meets the standard. A district director of institutional effectiveness, planning and web services position has been approved by the board of trustees to provide the colleges with documented assessment results to enable communication of quality assurance to appropriate constituencies. Since the position was approved in May 2004, the director has made significant progress in producing the needed assessment reports. (1B.30, 1B.31, 1B.32, 1B.33, 1B. 34, 1B.35, 1B.36, 1B.37, 1B.38, 1B.39, 1B.40)

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

During the transition from a single- to a multi-college district, West Hills College Coalinga (WHCC) made significant changes to its institutional planning and resource allocation efforts. The new president began the process with a series of "Voices, Values and Vision" town hall meetings during 2002-2003 that led to the development of a new strategic plan. The five-year plan includes core organizational values, guiding principles, goals, key performance indicators, and a new collaborative organizational structure. The evaluation, improvement, and achievement of the key performance indicators are the responsibility of the college councils and will be accomplished through action steps identified on a timeline. The implementation process will be both the vehicle that moves the college toward its vision and the indicator of progress and success. (1B.2, 1B.3, 1B.4)

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 new director was given a list of the college's research needs, and the director provided a timeline detailing dates when the requested information would be available in support of college planning. The district director of institutional effectiveness, planning and web services will meet with the College Consultation Council (CCC) each semester to evaluate the college's research priorities and results and to provide direction for the research agenda. (1B.5, 1B.40, 1B.55, 1B.56, 1B.57)

Self-Evaluation

West Hills College Coalinga meets the standard. The newly developed planning process focuses on dialogue with the college's constituents and provides a feedback loop with its various councils, which results in 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. (1B.3, 1B.4, 1B.5, 1B.6, 1B.7, 1B.8, 1B.9, 1B.10)

Planning Agenda

None.

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

Each West Hills College Coalinga (WHCC) instructional area and each support department participates in a four-year program review/planning process. The program review/planning process requires a qualitative and a quantitative analysis and the development of a three-year plan. Vocational areas are evaluated on a two-year basis. Each instructional area also conducts a five-year review of its curriculum offerings; and updates and deletes courses, and programs as circumstances warrant. (1B.23, 1B.44, 1B.45, 1B.65, 1B.66)

Self-Evaluation

West Hills College Coalinga meets the standard. The program review/planning process is in place for improving instructional programs, student support services, library, and other learning support services. The lack of sufficient data in the past has made completing program reviews difficult since program review documents require answers to twelve quantitative questions. Vocational programs require additional information. However, the hiring of a district director of institutional effectiveness, planning and web services is making data available for the program review/planning process. (1B.23, 1B.30, 1B.31, 1B.32, 1B.33, 1B.34, 1B.35, 1B.36, 1B.37, 1B.38, 1B.39, 1B.44, 1B.45)

The Instructional Services Council (ISC) is currently evaluating the program review/planning process to make it more conducive to improving student learning, including the addition of student learning outcomes to the process. The results will be forwarded to the College Consultation Council (CCC) for revision and/or approval of any changes. The efforts to evaluate and improve the program review/planning process will aid in identifying areas where improvement is warranted and achieve improvement in those areas. The CCC will

review program review/planning documents as part of its long-range planning activities, particularly in the areas of substantiating hiring requests and resource allocation. (1B.5, 1B.6, 1B.44, 1B.45, 1B.67)

The May 2004 accreditation self study survey indicates that 37.04 percent of staff/administrator respondents agree that program evaluations are integrated into the overall college evaluation/planning process and are conducted on a regular basis; 42.59 percent "don't know", and 20.37 percent disagree. The newly developed college councils will be integrating program review evaluation documents as part of the overall college evaluation/planning process as defined in the strategic plan. (1B.4, 1B.29)

Planning Agenda

None.

Standard IB Documentation References

- 1B.1 Mission Statement
- 1B.2 Vision Statement
- 1B.3 "Voices, Values, and Vision" Document
- 1B.4 Strategic Plan
- 1B.5 College Consultation Council (CCC) Handbook
- 1B.6 Instructional Services Council (ISC) Handbook
- 1B.7 Student Services Council (SSC) Handbook
- 1B.8 Learning Resources Council (LRC) Handbook
- 1B.9 Facilities Development Council (FDC) Handbook
- 1B.10 President's Council Handbook
- 1B.11 CCC Meeting Minutes
- 1B.12 ISC Meeting Minutes
- 1B.13 SSC Meeting Minutes
- 1B.14 LRC Meeting Minutes
- 1B.15 FDC Meeting Minutes
- 1B.16 President's Council Meeting Minutes
- 1B.17 Flex/Duty Day Agendas
- 1B.18 Faculty Development Workshop – Flex Day – Fall 2003
- 1B.19 Student Learning Outcomes Workshop Emails – Spring 2004 & Fall 2004
- 1B.20 Student Learning Outcomes Materials
- 1B.21 Accreditation Workshop Agenda
- 1B.22 Academic Senate Meeting Minutes
- 1B.23 Program Review Documents
- 1B.24 Campus-wide Meeting – Bob Viet's Farm
- 1B.25 Board of Trustees Meeting Minutes (6-29-04)
- 1B.26 WHCC Council Organizational Chart
- 1B.27 WHCC Administrative Organizational Chart
- 1B.28 Educational Master Plan
- 1B.29 May 2004 Accreditation Self Study Survey
- 1B.30 WHCC Ethnic Trends Report
- 1B.31 WHCC Graduation Rates
- 1B.32 WHCC Transfer Rates
- 1B.33 WHCC Enrollment Trends Report
- 1B.34 WHCC Age Trends Report
- 1B.35 WHCC Gender Trends Report
- 1B.36 WHCC Success by Instructional Method Report
- 1B.37 WHCC Basic Skills Success Report
- 1B.38 WHCC FTES 1999-2004 Report
- 1B.39 WHCC Unit Load Report
- 1B.40 Board of Trustees Meeting Minutes (5-25-04)
- 1B.41 Strategic Plan Dates Document

- 1B.42 District Council on Student Learning Meeting Minutes
- 1B.43 District Curriculum Coordinating Committee Meeting Minutes
- 1B.44 Instructional Program Review Handbook
- 1B.45 Non-instructional Program Review Handbook
- 1B.46 CCC Meeting Minutes – November 2004
- 1B.47 Email from Anne Jorgens (1-21-03)
- 1B.48 WHCC Budget Development Process Document
- 1B.49 ACCJC – 2002 Standards
- 1B.50 Cost Savings: Spring 2003 Document
- 1B.51 Email from Barbara Hioco (7-1-03)
- 1B.52 Email from Beverly Smith (7-29-03)
- 1B.53 WHCC/WHCL Instructional Budget Reallocations
- 1B.54 Instructional Supplies/Equipment Purchase Request
- 1B.55 List of desired reports sent to the Director of Institutional Effectiveness, Planning and Web Services
- 1B.56 Email to Pedro Avila requesting plan for providing Research Reports
- 1B.57 Timeline for provision of requested research reports
- 1B.58 Curriculum/General Education Committee Meeting Minutes
- 1B.59 Curriculum/General Education Committee Handbook
- 1B.60 End-of-Year Report
- 1B.61 Board of Trustees Meeting Minutes
- 1B.62 Press Releases
- 1B.63 WHCIST Meeting Minutes
- 1B.64 Technology Advisory Committee (TAT) Meeting Minutes
- 1B.65 Curriculum Five-Year Tracking Spreadsheet
- 1B.66 Board Policy 4270 – Review of Occupational Programs
- 1B.67 Student Learning Outcomes

STANDARD II: 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.

STANDARD II: Student Learning Programs and Services

Sarah Shepard (Co-Chair) – Business Instructor

Dr. Beverly Smith (Co-Chair) – Dean of Student Learning

A: Instructional Programs

Cynthia Davis – Director of Health Careers

Cherie Mitchell – Student Learning Senior Secretary

Norine Oliver – History/Political Science Instructor

Sarah Shepard – Business Instructor

Ken Sowden – Math Instructor

Cal Tincher – History/Humanities Instructor

B: Student Development & Support Services

Alicia Aguilera – Admissions and Records Assistant

Bertha Felix-Mata – Associate Dean of Student Learning

Linda Jacobus – ESL Instructor

Richard Jeffery – Work Experience Coordinator

Sandy McGlothlin – Counselor

Eva Ramirez – Advising Specialist

Dr. Martha Rodriguez – DSPS/EOPS Director

C: Library and Learning Support Services

Linda Amaya-Guenon – Counselor

Paul Hodsdon – English Instructor

Susan Kincade – Dean of Learning Resources

Rhea Rehack-Griffith – Spanish Instructor

Rebecca Reyes – Learning Resources Senior Secretary

Dr. Jeff Vaughn – English/Humanities/Philosophy Instructor

James Vosburg – Library Technician

Tom Winters – Economics/DSPS Instructor

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, addresses 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) commits significant resources to meet the varied educational needs of its students through programs consistent with the educational preparation, diversity, demographics, and economy of its communities. WHCC's commitment is inherent in its mission statement:

To commit 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 that we serve.

WHCC students represent a diverse mix of ages, ethnicities, economic backgrounds, academic preparations, goals, life experiences, outside obligations, and, consequently, have diverse needs. Student needs are identified through a variety of means such as the dialogue among students and community members that occurred in the "Voices, Values and Vision" town hall meetings conducted in 2002-2003, program review documents, occupational advisory committee meetings, and enrollment trends. In addition, statistics are kept on students' educational goals, including obtaining an associate degree and transfer; transfer without an associate degree; associate degree without transfer; vocational degree without transfer; vocational certificate without transfer;

discover/formulate career interests; prepare for new career; advance in current career; maintain certificate or license; educational development; improve basic skills in reading English or math; complete units for a general education diploma (GED); undecided; and uncollected. The monitoring of these statistics allows changing student needs to be identified. (2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2A.6)

The instructional programs offered at WHCC, as listed in the 2004-2005 catalog, relate directly to the college's mission and demonstrate the institution's commitment to providing student-centered learning opportunities for its diverse population. The catalogs and mid-year addendums are housed on the college's website (www.westhillcollege.com/Coalinga) and include information on admission; academic regulations; students' rights and responsibilities; student services; instructional services; graduation requirements; transfer information; associate degree requirements; programs of study; and the names of administrators, faculty, and governing board members as part of the institution's focus on upholding the integrity of its representation to its students and other stakeholders. (2A.7, 2A.8, 2A.9, 2A.10)

WHCC produced its first college-specific catalog for 2003-2004 as part of the district's transition to a multi-college district. The catalog is available on the WHCC website and on compact disc (CD) upon request. The main responsibility for the catalog belongs to the dean of student learning who revises and updates it each year for accuracy and currency after consultation with appropriate staff, faculty, and administrators. The catalog is updated on the college website through the use of the "Contribute" software program by the district instructional operations manager; the website is maintained by the district director of institutional effectiveness, planning and web services. (2A.7, 2A.9, 2A.11, 2A.12, 2A.13)

Curriculum is designed to meet a wide range of student needs. While educational goals vary, the largest percentage (31%) of students at WHCC from fall 2001-2004 indicate that the students' educational goal is to obtain an associate degree and transfer to a four-year institution, representing a 17 percent increase in the goal over a four-year period of time. The desire to transfer with an associate degree is greater at the Coalinga campus (33%) than at NDC (22%). (2A.5)

For students interested in receiving associate degrees, 20 distinct associate degrees are offered: administration of justice, art, biology, business, business administration, child development, computer information systems, geography, general health science, humanities, liberal arts, mathematics, office management and technologies, performing arts, physical education, psychiatric technician, psychology, and social science. Vocational students can choose from 15 certificate programs. (2A.7)

In addition, non-credit courses and contract education are offered for special populations when requested. (2A.14, 2A.15)

For students interested in transferring to a four-year institution, WHCC articulates courses with the University of California (UC) and California State University (CSU) systems as well as private institutions. The intersegmental general education transfer curriculum (IGETC) and California State University general education requirements listed in the WHCC catalog are designed to allow students to transfer to a four-year university. Individual courses that have a California articulation number (CAN) are also identified in the catalog. Beneath each program of study the catalog provides a link to the articulation system stimulating interinstitutional transfer (ASSIST) website, the official repository of articulation for California's colleges and universities, which provides the most accurate and up-to-date information available regarding course transfer in California. (2A.7, 2A.9, 2A.16, 2A.17)

To meet the challenge of enrolling students whose previous academic experience has not prepared the student for the rigor of college-level courses, WHCC provides basic skills development courses in English and mathematics. Students who do not meet the minimum requirements for transfer-level courses are placed in basic skills courses based on placement scores on college assessment instruments. (2A.18)

In addition to transfer and vocational instructional programs, WHCC offers special assistance programs to meet the diverse challenges facing students. Extended Opportunity Programs and Services (EOPS) provide services for economically disadvantaged students; Disabled Student Programs and Services (DSPS) provide services for students with various types of learning challenges; the College Assistance Migrant Program (CAMP) provides academic and financial assistance to eligible migrant students; and the Mini-Corps program provides direct instructional services to at-risk and needy migrant students. In addition, English as a Second Language (ESL) courses help non-native speakers develop English skills and the library/learning resource center (L/LRC) provides tutoring to aid student learning. (2A.7, 2A.19, 2A.20, 2A.21, 2A.22, 2A.23)

WHCC uses research 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; and provides the deans with semester faculty load reports, enrollment statistical reports, and section availability reports on a daily basis. The dean of student learning generates from the Datatel-generated enrollment reports, course-level weekly student contact hours (WSCH), fulltime equivalent students (FTES), fulltime equivalent faculty (FTEF), faculty productivity, and closed/cancelled course section reports, to analyze pattern trends in student

enrollment. The district director of enrollment management generates a grade distribution report, graduation report, and other specialized documents as requested. The district human resources director produces personnel demographic information as needed, and the district director of institutional effectiveness, planning and web services generates other reports as requested including enrollment trends, age trends, ethnic trends, gender trends, FTES by discipline, and success rates. In addition, faculty and program directors engage in ongoing dialogue to evaluate and explore the success and failure of programs designed to address the diversity, culture, and needs of the WHCC population. The information is used to evaluate, plan and improve student learning outcomes as implemented in the college's strategic plan, educational master plan, and program review documents. (2A.3, 2A.6, 2A.10, 2A.12, 2A.13, 2A.24, 2A.25, 2A.26, 2A.27, 2A.28, 2A.29, 2A.30, 2A.32, 2A.33, 2A.34, 2A.35, 2A.36, 2A.37, 2A.28)

Self-Evaluation

West Hills College Coalinga meets the standard. The college demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The curricula, instructional programs, catalog, course schedule, and special assistance programs are designed to meet the educational needs of its students consistent with the educational preparation, diversity, demographics and economy of its communities. The May 2004 accreditation self study survey indicates that 74.00 percent of staff/administrator and 68.89 percent of faculty respondents agree that WHCC has made a commitment to providing high quality education congruent with its mission; 12.00 percent of staff/administrator and 11.12 percent of faculty respondents "don't know"; and 14.00 percent of staff/administrator and 20.00 percent of faculty respondents disagree. (2A.1, 2A.7, 2A.39)

However, the survey indicates that 59.26 percent of staff/administrator and 63.04 percent of faculty respondents agree that WHCC provides appropriate services and programs to support the instructional needs of its students; 14.81 percent of staff/administrator and 15.22 percent of faculty respondents "don't know"; and 25.93 percent of staff/administrator and 21.74 percent of faculty respondents disagree. It is important to note that the faculty surveys are skewed with reference to the disparity in the number of full-time and part-time faculty who responded. A total of 53.49 percent of the faculty respondents were full-time (25 out of 49 total full-time faculty) and 46.52 percent of faculty respondents were part-time (21 out of 50 total part-time faculty). Because part-time faculty spend only a few hours per week on campus and are not usually involved in college functions beyond teaching, it is not surprising that large numbers of part-time faculty indicate "don't know" to many questions. However, the large number of staff, administrators, and faculty that "don't know" or

disagree that the college provides appropriate services and programs for its students indicates that further analysis is necessary. The Instructional Services Council (ISC), the Learning Resources Council (LRC), and the Student Services Council (SSC) will add the issue to the 2004-2005 agendas for discussion and further action. (2A.39, 2A.40, 2A.41, 2A.42, 2A.43)

WHCC students represent a diverse mix of ages, ethnicities, economic backgrounds, academic preparations, goals, life experiences, and outside obligations. The total number of students enrolled in courses at WHCC in fall 2004 is 2,029. Approximately 55.8 percent of the students attend full-time (more than 12 units per semester) and 44.2 percent attend part-time. The May 2004 accreditation self-study survey indicates that 68.64 percent of student respondents attend full-time and 31.37 percent attend part-time. Since the survey results are skewed with respect to attendance patterns, the results may not represent the perceptions of the majority of students. (2A.5, 2A.6, 2A.10, 2A.33, 2A.34, 2A.39, 2A.44)

Hispanics comprise 57.6 percent of the student body (21% increase since 1998); Caucasians 28.0 percent (18.6% decrease since 1998); African Americans 6.2 percent (2.5% decrease since spring 1998), while other ethnic groups comprise less than 1-2 percent each of the student population. A significant student population change has occurred since the last accreditation self study. It should be noted that on the May 2004 accreditation self study survey, 59.78 percent of student respondents were Hispanic, 18.41 percent were Caucasian, 6.48 percent were African American, 7.49 percent were Asian or Pacific Islander, and 7.87 percent were American Indian. Since the survey results are skewed with respect to ethnic group membership, the results may not represent the perceptions of the majority of students. (2A.10, 2A.39, 2A.45)

Age trends have changed during the past four years, with an increase in the percentage of students age 19 or below and a decrease in students between the ages of 20-24. In fall 2004, the average student age was 26 years. Thirty-six percent of students are age nineteen and below; 30 percent are age 20-24; 11 percent are 26-29; 18 percent are 30-49; and 4 percent are over 50. However, on the May 2004 accreditation self study survey, only 20.82 percent of student respondents were 18 or younger, 58.13 percent were 19-25, 6.78 percent were 26-31, 7.52 percent were 32-40, and 6.78 percent were 40 and older. Since the survey results are skewed with respect to age, the results may not represent the perceptions of the majority of students. (2A.33, 2A.39, 2A.45)

Gender trends have also changed since the last accreditation self study. A total of 63 percent (11.4% increase since 1998) of students are female and 37 percent (11.4% decrease since 1998) of students are male. The percentage of males enrolled also decreased in the past year due to classes no longer being

offered at the Claremont Custody Center and the transfer of the truck driving program to West Hills College Lemoore (WHCL). On the May 2004 accreditation self-study survey, 59.9 percent of student respondents were female and 40.11 percent were male. (2A.34, 3A.39, 2A.45)

WHCC continues to revise course schedules to meet the needs of its diverse and changing student population. For example, the number of students over the past four years who indicate an educational goal to obtain an associate degree and transfer to a four-year institution has increased from 16 to 31 percent. In addition, an increase in the number of students who desire to transfer without an associate degree has increased from one to ten percent, and the number of students who desire to obtain an associate degree without transfer has increased from three to nine percent. Consequently, more course sections that meet both associate degree and general education requirements are offered in the fall 2004 and spring 2004 course schedules. The May 2004 accreditation self study survey indicates that 67.24 percent of student respondents agree that the college adheres to the schedule of courses as posted on the web site; 23.69 percent "don't know", and 9.08 percent disagree. (2A.5, 2A.39, 2A.46)

WHCC also continues to create new programs to meet the needs of its diverse student population. After extensive evaluation, four new certificates are planned to improve the agriculture curriculum by making courses more relevant to current agricultural needs with its emphasis on technology: animal biotics, precision agriculture, irrigation, and agriculture business. The precision agriculture certificate program prepares students for employment or university transfer using satellite technology; tractor guidance; remote sensing; aerial and field mapping; variable rate applications; and yield monitoring. In August 2004, the program was approved by the "Farm of the Future" advisory committee, and courses are currently being offered. (2A.9, 2A.14, 2A.47)

The California community colleges chancellor's office lists 39 approved programs, including degrees and certificates, for WHCC on its website. The catalog lists 466 credit courses with 95 meeting the California State University system general education breadth list and 65 on the IGETC list for transfer to University of California. Forty-six courses are identified with a CAN number. (2A.7, 2A.17, 2A.48)

Through a Title 5 grant from the Department of Education, WHCC has been able to implement a learning communities project for the past five years. The learning community program has been able not only to offer classes clustered by theme for students but also provide additional tutoring and counseling services. In order to improve the success and retention of the large population of under-prepared student athletes, a special "Athletic Learning Community" was developed in 2003-2004 with an enrollment of 22 students that placed athletes

with low scores on the English placement test into a special cohort that took all classes together their first year at WHCC. The "Athletic Learning Community" continues in 2004-2005 with an enrollment of 26 students. A recent federal grant provides for the creation of a similar learning community for the precision agriculture program. One of the key performance indicators listed in the strategic plan provides a mechanism for formalizing learning communities to increase student learning outcomes and student success. (2A.37, 2A.49, 2A.50, 2A.51, 2A.52)

One of the greatest obstacles facing WHCC students is the vast geographic area the college serves. Fifty-five miles separate the college located in Coalinga and the NDC in Firebaugh, and students come from several small economically-depressed towns in-between that range in population from 813 to 14,675. Students frequently have difficulty with the transportation necessary to take traditional face-to-face course sections. WHCC addresses the need in two ways: 1) providing van transportation from nearby towns (Kettleman City/Avenal, Firebaugh/Mendota, San Joaquin/Tranquility, and Huron) to the Coalinga campus, and, 2) using technology to offer a number of courses through videoconferencing between Coalinga and Firebaugh and occasionally among the three campus locations within the WHCCD. During the summer intersession 2004, WHCC videoconferenced six course sections in six disciplines between Coalinga and NDC. In fall 2004, 11 videoconferenced course sections in four disciplines were offered. In spring 2005, 17 videoconferenced course sections in eight disciplines were offered. (2A.53, 2A.54, 2A.55, 2A.56)

In addition, both WHCC and WHCL offer online courses that allow students with internet access to take a class "anywhere, anytime." Computers are available in the college libraries, computer labs and residential halls for students who do not have internet access at home. The May 2004 accreditation self study survey indicates that 74.67 percent of student respondents agree that WHCC provides students with access to computers for registration and completion of coursework; 17.68 percent "don't know"; and 7.67 percent disagree. Since a significant number of students are unaware that computers are available for student use, the Student Services Council (SSC) will discuss ways to increase student awareness regarding computer availability. (2A.39, 2A.41)

Seventy-five course sections (36 in Coalinga, 20 online, and 19 at NDC) in 25 disciplines were offered during summer intersession 2004. In fall 2004, 297 course sections (182 in Coalinga, 21 online and 90 at NDC) in 38 disciplines were offered. In spring 2005, 289 course sections (179 in Coalinga, 26 online and 84 at NDC) in 37 disciplines were offered. (2A.53, 2A.54)

Students may access online course sections offered at both WHCC and WHCL at "My West Hills" on the district or college websites. The strategy of using

technology to better provide students with access to course offerings has been successful as statistics indicate that many students leverage face-to-face classes with distance education offerings. In fall 2004, 744 of the 2,089 total students taking at one least course at WHCC were taking both traditional and online courses. (2A.9, 2A.44, 2A.53, 2A.54)

WHCC produces course schedules each semester for both the Coalinga campus and NDC that are posted on the college website twice yearly—summer/fall and spring semesters. The dean of student learning through consultation with faculty members is responsible for the development of the course schedules. Faculty are encouraged to submit by discipline course schedules to the dean, although due to the large number of variables involved in developing a course schedule individual faculty desires are not always met. On the May 2004 accreditation self study survey, 52.17 percent of faculty respondents agree that WHCC has a procedure that encourages faculty to participate in the scheduling process; 28.26 percent “don’t know”, and 19.57 percent disagree. Since many faculty “don’t know” or disagree that there is a faculty participation process, the dean of student learning and the Instructional Services Council (ISC) will review scheduling procedures and make recommendations for improvement. (2A.9, 2A.39, 2A.53, 2A.54)

WHCC has made an institutional commitment toward meeting students’ educational needs by investing resources for significant evaluation, planning, and improvement in the course schedule each semester. Course schedules are not rolled over, but careful thought is given to distributing sections appropriately over times of the day and days of the week to meet the changing needs of students, and varied general education and degree patterns; the process is time-intensive. During fall 2004, 27.5 percent of course sections in Coalinga and 52.1 percent of course sections at NDC were offered in the late afternoon and evening to meet the differing student needs at each campus. The course schedule information is entered into the Datatel system by the district instructional operations manager and is accessible to the public through “My West Hills” on the WHCC website. The May 2004 accreditation self study survey indicates that a majority of student respondents (69.77%) agree that WHCC through its catalog and course schedule provides current and correct information in order for students to be able to complete education plans; 18.00 percent “don’t know”, and 12.24 percent disagree. (2A.39, 2A.53, 2A.54, 2A.57, 2A.58)

Access to data and research analysis has been limited until recently. It has been difficult to obtain sufficient college-level data to make data-driven decisions during the transition of WHCCD to a multi-college district. The limitation is clearly evidenced by answers to faculty and staff survey questions. The May 2004 accreditation self study survey indicates that 41.51 percent of staff/administrator and 34.78 percent faculty respondents agree that WHCC has a planning process

that integrates the results of institutional research; 37.74 percent of staff/administrator and 34.78 percent of faculty respondents "don't know"; and 20.76 percent of staff/administrator and 32.61 percent of faculty respondents disagree. In addition, 35.76 percent of faculty respondents believe that there is adequate dissemination of data obtained from audits, progress reports, and program reviews as part of the institutional review process; 40.00 percent "don't know", and 24.45 percent disagree. In a related question, 33.33 percent of staff/administrator respondents agree that the district information system (Datatel) effectively supports institutional research and evaluation; 38.89 percent "don't know", and 27.78 percent disagree. (2A.39)

In May 2004, in order to provide the necessary data and research analysis for planning decisions in the future, a district director of institutional effectiveness, planning and web services was hired. The director held a meeting with the president and dean of student learning in June 2004 and a list of needed reports was generated, which will greatly aid in future evaluation, planning, and improvement of resources for meeting student learning goals. The director has already produced reports detailing enrollment trends, age trends, gender trends, ethnicity trends, educational goals, and student success. The director will continue to develop the necessary research data and analysis to support effective planning and evaluation. (2A.5, 2A.6, 2A.10, 2A.12, 2A.33, 2A.36, 2A.59, 2A.60, 2A.61, 2A.62)

Planning Agenda

None.

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

West Hills College Coalinga (WHCC) provides a variety of individual and group learning experiences. It utilizes delivery systems and instructional methods compatible with the objectives of the curriculum and appropriate to the current and future needs of its diverse student population. The college has made an institutional commitment to student learning as indicated in its mission statement and strategic plan. (2A.1, 2A.37)

Although the majority of courses are offered in a traditional face-to-face classroom during weekday morning, afternoon, and evening hours, a few sections are offered on weekends. Classrooms are equipped with internet access, ceiling mounted VCR/DVD projection units, and laptop computer stations. Instructors typically use lecture, laboratory exercises, discussion,

demonstrations, multimedia software, PowerPoint, student research, and collaborative group activities as primary methods of instruction in the traditional classroom. In addition, many faculty members augment face-to-face courses by using the internet to post assignments, accept assignments, answer questions, and conduct discussions to enhance instruction. The web-enhanced delivery system has broadened the scope of dialogue among faculty and students. (2A.43, 2A.63, 2A.64)

WHCC has maximized the accessibility of courses available to students at any one time. Most face-to-face courses are taught in 1.5 or 3-hour blocks on MW, TTH, or Fridays. The block schedule enables students to attend class 1, 2, 3, 4 or 5 days per week. In addition, some classes are available in a short-term format. Several courses are taught either the first nine or second nine weeks of the semester; the courses meet the full number of required hours regardless of the number of weeks. The offering of second nine-week course sessions has significantly increased student access to courses and are popular with students who drop a course during the first nine weeks and students who can't leave employment in the nearby agricultural fields during the beginning of the semester. (2A.53, 2A.54, 2A.57)

WHCC also offers an increasing number of courses through distance education, which also increases student access to courses. Three classrooms at the Coalinga campus and two classrooms at NDC are dedicated to videoconferencing courses between the two sites. Six courses were offered through videoconferencing during the summer intersession, 11 during fall 2004, and 17 during spring 2005. A faculty member located at one site broadcasts the lecture to the other site in real time video and audio. The faculty member alternates the lecture between the two campuses to provide all students with site instructor contact. Occasionally, with small site enrollments, classes are broadcast to all three district sites allowing students access to courses that could not be offered on one campus due to small enrollment. The faculty alternate travel to three sites to maximize personal contact with students. (2A.53, 2A.54, 2A.57)

Although WHCCD has offered a growing number of courses online through WHCL beginning in 1999, WHCC first offered online courses during the summer intersession 2004. Twenty courses were offered during the summer intersession, 21 in fall 2004, and 26 in spring 2005. In most cases, the courses are totally web-based without face-to-face contact with the instructor. Students complete class requirements "anytime, anywhere." The college uses the Blackboard software platform to deliver its online courses. Lectures, discussions, and assignments are delivered through utilizing threaded discussion, chat rooms, message boards, streaming video, and email. Online courses have increased the availability of courses to students in WHCC's large geographic area that could not otherwise be accessed. WHCC offers four associate degrees entirely online,

including law enforcement, liberal arts, psychology, and social science, for students who are exempt from the physical education graduation requirements. (2A.7, 2A.9, 2A.53, 2A.54, 2A.57, 2A.65)

Another unique delivery method used by WHCC is the dedicated open entry/open exit computer (OE/OE) laboratory on the Coalinga campus. A wide variety of business and computer courses are offered in the OE/OE Lab each semester. Students may use the OE/OE Lab during regular hours of operation, including evenings and Saturdays. The OE/OE Lab is staffed with certificated faculty members and lab technicians to assist students with coursework as needed. (2A.53, 2A.54, 2A.57)

One of the college's most successful delivery modes has been the implementation of learning communities (known as the bridge program) through the support of a Title 5 grant. Learning community classes allow faculty to work together to create a supportive learning environment utilizing a special theme for students who take a cluster of classes as a cohort. (2A.49)

A dual admission program formed between WHCCD and California State University Fresno (CSUF) provides students whose primary goal is to obtain a bachelor's degree with the opportunity for a seamless transfer. While a student completes the transfer requirements, the student can gain admission to the CSUF's dual admission program with one application; enroll in courses at both institutions; and have access to CSUF advisors, library services, athletic events, and facilities. (2A.7, 2A.9)

WHCC is also committed to providing equal educational access to disabled persons. The Disabled Students Programs and Services (DSPS) provide services for those persons with physical, learning, and psychological disabilities. The services include individual, academic and vocational counseling; priority registration; note takers/readers; diagnostic testing; alternative testing services; mobility assistance; liaison with the state Department of Rehabilitation and other agencies; assistive technology; and alternative media. (2A.20)

Self-Evaluation

West Hills College Coalinga partially meets the standard. To support its high-technology classrooms, WHCC provides technology-based teaching and learning assistance for faculty. A district distance educational technology specialist and a district distance learning operations manager provide technological training and support for all delivery methods. In addition, faculty training workshops are scheduled throughout the year to provide technological training opportunities for instructors who use computers, video-data projection units, videoconferencing equipment, and Blackboard. A specialized faculty development room is planned for the library/learning resources center (L/LRC) expansion currently underway in

Coalinga. Faculty clearly agree that they are provided sufficient technology and training to be effective in the classroom as indicated by the May 2004 accreditation self study survey. In response to the question, 84.78 percent of faculty respondents agree while 8.70 percent "don't know", and 6.52 percent disagreed. (2A.39, 2A.66, 2A.67, 2A.68, 2A.69)

However, only 59.83 percent of student respondents agree that WHCC utilizes a range of instructional delivery systems (i.e. online, videoconferenced, etc.) to meet the needs of its diverse student population; 32.07 percent "don't know"; and 8.11 percent disagree. The large percentage of students in the "don't know" category indicates that WHCC needs to promote its range of instructional delivery systems to students. The Student Services Council (SSC) will evaluate the issue and devise ways to increase student awareness of course delivery options. (2A.39, 2A.41)

As WHCC expands its use of technology-based instructional delivery modes and instructional methods, concern increases regarding technical support and assistance for faculty. In particular, issues have arisen regarding support for faculty teaching courses using the videoconferencing delivery method. Overload on the broadband; lack of "hot" microphones; lack of proctors/aides at the distant site; problems with the technology; lower success rates compared to the traditional instructional method; and a negative impact on retention are impairing the ability to provide effective instruction. The May 2004 accreditation self-study survey indicates that only 52.17 percent of faculty respondents agree that they are provided adequate support to meet curriculum objectives and student learning outcomes regardless of location or means of delivery; 26.09 percent "don't know", and 21.74 percent disagree. Consequently, the Instructional Services Council (ISC) and the Learning Resources Council (LRC) will evaluate these issues during the 2004-2005 academic year and make recommendations for improvement of faculty support to the College Consultation Council (CCC). (2A.36, 2A.39, 2A.40, 2A.42, 2A.70, 2A.71)

In contrast to videoconferenced courses, retention rates for online courses districtwide are high (70%) due to two best practices implemented by learning resources: 1) a dedicated educational technology specialist is available to assist faculty one-on-one with online course development, and 2) dedicated help desk support to assist students with online issues to make the online learning experience successful. (2A.66, 2A.72, 2A.73, 2A.74)

However, new issues are arising for online courses with the advent of student learning outcomes. Instructors are struggling with how to ascertain that online delivery of assignments produces the same student learning outcomes as face-to-face instruction when the testing environment is more difficult to control. Multiple distance education reports and abstracts available on the

www.itcnetwork.org/reports.htm website indicate that the writing intensity, highly interactive discussions, enriched course materials, on-demand interaction and support services, and immediate feedback of online instruction “matches, or surpasses, face-to-face learning. However, not all researchers agree with literature that purports to have found no significant difference in learning effectiveness between technology-based and conventional delivery media. A growing number of faculty at WHCC would like face-to-face classroom exams imposed on online students. Forcing students to travel to campus to take exams could prevent access to some students (i.e. international students, disabled students, etc.) who take online classes due to an inability to travel to campus and thus defeat the purpose of providing instruction to students “anytime, anywhere.” Since it is imperative that online courses produce the same student learning outcomes as traditional face-to-face courses, one possible solution being discussed is proctored exams. Dialogue regarding these issues will continue in the curriculum committee/general education committee and ISC during the 2004-2005 academic year. A policy on the philosophy of distance education at WHCC will then be developed jointly by the academic senate and CCC. (2A.40, 2A.70, 2A.76)

Faculty are also expressing interest in hybrid courses, which replace some face-to-face time in the classroom with time spent utilizing web-based resources. The hybrid option would reduce the amount of time students need to travel to campus and increase the availability of courses to students. Hybrid class sections were planned for fall semester 2004; however, faculty requests were denied by the curriculum/general education committee until decisions could be made regarding specific curriculum requirements. In September 2004, the curriculum/general education committee approved new curriculum forms which address the hybrid issue. The first course approved to be taught as a hybrid is biological psychology (PSYCH 5). (2A.75, 2A.76, 2A.77, 2A.78, 2A.79)

Although the opportunity to work on coursework at the individual’s convenience is welcomed by students, many students do not have the motivation to complete open entry/open exit (OE/OE) courses; consequently, retention is an issue. Students must be self-starters and have the ability to follow through and meet deadlines. The OE/OE delivery method is popular with basic skill level students, who have trouble in the area of reading and following written directions—a critical skill in an OE/OE lab environment. In addition, issues besides student motivational and skills levels affect student success in the OE/OE Lab. Costs of providing an instructor and a technician in the OE/OE lab during all operational hours are high. The lab is staffed with many part-time instructors who do not have the knowledge base to teach all the courses offered in the lab. In addition, curriculum and scheduling issues create additional barriers for students. Two solutions to improving student learning outcomes in the OE/OE lab are being considered: 2) developing an inventory of the minimum skills needed to teach

the multiple courses offered, and 2) providing specialized training to all OE/OE instructors and lab technicians. (2A.80)

The Title 5 grant that provides support to faculty and students who are involved in learning communities ended September 30, 2004. Data gathered indicates that learning communities foster student retention and success. Retention rates for learning community students have been consistently higher than non-learning community samples. In fall 2001, the retention rate for learning community students was 83.8 percent compared to a non-learning community sample whose retention rate was 77.1 percent. In fall 2002, the retention rate for learning community students was 92.0 percent compared to the control group whose retention was 82.0 percent. (2A.49, 2A.81)

Increases in writing test results were even more dramatic. The average gain in writing scores from a pre- to a post-test for learning community students was 17.4 percent, while the average gain for a similar cohort of non-learning community students was 6.8 percent. In fall 2002, the average gain in writing scores for learning community students was 29.0 percent compared to a non-learning community sample whose average gain was 16.0 percent. (2A.49, 2A.81)

In addition, 48.0 percent of the original basic skills English learning community cohort of students that began in fall 2001 have graduated with an associate degree; none of the students in the control group have graduated. Consequently, WHCC is committed to institutionalizing learning communities. New grant funds are being sought to continue the high level of support that students enjoyed in the past. A new United States Department of Agriculture (USDA) Cooperative State Research, Education, and Extension Services (CREES) grant was received in fall 2004 to expand learning communities to the area of agriculture. Some faculty have agreed to continue teaching learning community clusters without the additional financial support received in the past and learning community courses continue to be offered in 2004-2005. In addition, a districtwide learning communities steering committee has been formed under the auspices of the district curriculum coordinating committee to aid in the institutionalization of learning communities. (2A.49, 2A.52, 2A.81, 2A.82)

On-campus training with adaptive technology is provided to faculty upon request. Members of the DSPS Program familiarize faculty with the resources to make educational materials available to disabled students. (2A.83)

Planning Agenda

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

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

Each course at West Hills College Coalinga (WHCC) follows a curriculum/general education committee approved course outline that establishes course content and course objectives. In September 2004, the committee added student learning outcomes as a required section to course outlines. The student learning outcomes will be added to the course outline as each course completes its five-year review as required through the curriculum process. Assessment results will be used as part of the program review process to evaluate and improve courses and programs. (2A.75, 2A.77, 2A.84, 2A.85)

Self-Evaluation

West Hills College Coalinga partially meets the standard. After extensive dialogue following the fall 2003 flex day presentation on student learning outcomes and attendance at succeeding student learning outcome workshops, faculty began the process by identifying student learning outcomes for critical general education transfer-level courses. During spring 2004, two all-day workshops were held for English and social science faculty to develop student learning outcomes (SLOs) for individual courses. Faculty successfully completed student learning outcomes for a number of general education courses in economics, English, geography, history, and psychology. During fall 2004, two all-day workshops were held for math, science, physical education, child development, business, computer information systems, and administration of justice to develop student learning outcomes for individual courses. The outcomes are being added to the course outlines as faculty complete five-year course curriculum revisions. In addition, the outcomes will appear on full-time and part-time faculty syllabi beginning fall 2004 for the affected courses. (2A.76, 2A.85, 2A.86, 2A.87)

Faculty have engaged in extensive dialogue regarding the implementation of these student learning outcomes. The dean of educational services (now dean of student learning) sent a letter to affected full-time and part-time faculty providing instructions regarding the SLO implementation. Students can demonstrate successful achievement of student learning outcomes in a variety of ways depending on the course. Instructors in different disciplines have chosen to assess SLOs in varying ways. For example, the English faculty have chosen to give writing assignments that will be group-graded, while the psychology faculty have decided to give a comprehensive final exam with embedded questions. Faculty will norm rubrics, collect data from each course section, and evaluate the data at the end of each semester. The assessments will then be used as part of

the program review process to plan improvements in instructional areas. (2A.88, 2A.89, 2A.90)

Good progress has been made in the development of student learning outcomes for English, geography, history, psychology, economics, math, biology, chemistry, child development, business, computer information systems, and administration of Justice. In addition, plans for assessment of the outcomes are in place. All-day workshops for the arts and sciences faculty are planned during spring 2005. (2A.91)

However, little progress has been made in developing student learning outcomes for programs, certificates, and degrees. Program level student learning outcomes will be developed by instructional and student support service areas as part of the program review process. The curriculum committee/general education committee will develop degree level core competencies during 2004-2005. The core competencies will form the basis for the development of student learning outcomes. In November 2004, the first workshop to begin development of degree-level SLOs was held with the curriculum/general education committee. In addition, the Instructional Service Council (ISC) will incorporate the assessment of student learning outcomes into the program review process. (2A.40, 2A.92)

Planning Agenda

- The Curriculum/General Education Committee will develop degree-level core student learning outcomes.
- The Instructional Services Council will incorporate the assessment of student learning outcomes into the program review process.

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 (WHCC) has made an institutional commitment to a collaborative governance policy for making college-wide decisions. The new organizational committee structure ensures collaboration in decision-making. Faculty through serving on the academic senate, the curriculum/general education committee, Instructional Services Council (ISC), Students Services Council (SSC), Learning Resources Council (LRC), Facilities Development Council (FDC), and College Consultation Council (CCC) make recommendations regarding establishing and evaluating, planning, and improving instructional courses and programs. The procedure is detailed in the strategic plan and college council handbooks. (2A.37, 2A.40, 2A.41, 2A.42, 2A.70, 2A.75, 2A.93, 2A.94)

The ISC makes recommendations to the CCC regarding educational practices; instructional budget allocations and priorities; assesses distance learning; makes recommendations and identifies priorities for new faculty positions; participates in the development of the educational master plan; aids in the development and implementation of student learning outcomes; and oversees the program review process. The ISC with six full-time faculty representatives, one from each instructional area, and two part-time faculty representatives, provides the main guidance to the college regarding instructional issues in harmony with the college mission, vision, and strategic plan. (2A.1, 2A.37, 2A.38, 2A.40, 2A.70, 2A.95)

The faculty are involved at all levels in planning, implementing, evaluating, and improving instructional courses and programs. In addition to serving on the ISC, faculty members submit new and revised course offerings for approval to the curriculum/general education committee. As a sub-committee of the academic senate, the curriculum/general education committee is co-chaired by an academic senate representative and the chief instructional officer (CIO). The committee also includes six faculty curriculum representatives, one from each instructional area, who approve new courses, course revisions, course inactivations and deletions, new programs, program revisions, and program inactivations and deletions. The curriculum forms include evaluation of delivery methods and the new student learning outcomes in the course outline section. (2A.40, 2A.475, 2A.96, 2A.97)

In addition to the continual dialogue afforded to faculty serving on the ISC and the curriculum/general education committee, faculty also participate in a program review process to keep course and program offerings current and effective. Through the program review process, faculty evaluate courses and programs on a regular basis, make recommendations for improvements, and implement changes as necessary to meet the needs of students. The review process also identifies courses and programs that may no longer justify the cost or relevancy for students. (2A.3, 2A.40, 2A.75, 2A.98)

The WHCC commitment to using established procedures for developing, implementing, and evaluating the institutional instructional program, and the central role of faculty to the process, extends to the educational master plan. The ISC facilitates the evaluation, planning, development, implementation, review, and revision of the educational master plan. (2A.38)

Self-Evaluation

West Hills College Coalinga meets the standard. The strategic plan approved by the board of trustees in July 2004 details the institution's planning cycle and new committee organizational structure. The plan determines a five-year course of action, means for its accomplishment, realistic timelines to achieve key performance indicators, and methods to assess its ability to accomplish a set of goals, ensuring that collaborative processes exist with faculty playing a central role in decision-making about all instructional courses and programs. The heavy involvement of both full-time and part-time faculty from each instructional area on the ISC and faculty representation from each instructional area on the curriculum/general education committee guarantees the central role of faculty in instructional decisions. In addition, the highest-level decision-making body, the CCC, includes four faculty members, one of whom is the academic senate president. (2A.37, 2A.40, 2A.43, 2A.70, 2A.75, 2A.99)

The curriculum process faced many challenges recently with the transition of WHCCD from a single- to a multi-college district. First, the academic senate proposed to the board of trustees the formation of separate college curriculum committees for the two colleges and a district-level curriculum coordinating committee, which were subsequently approved. During 2003-2004, the two curriculum committees continued to meet together via videoconference to dialogue regarding multiple issues that arose about how curriculum business should be conducted in the future. Beginning with fall 2004, each college curriculum committee meets separately and takes action on its own agenda items. The district curriculum coordinating committee develops general curriculum policies. For example, in August 2004, the district committee established five curriculum elements (Rule of Five) that are required to remain constant in curriculum offered at both colleges: course prefix, number, title, units, and transferability. The "Rule of Five" has been incorporated into the new WHCC curriculum forms and any curriculum change to the elements requires collaboration with and approval from West Hills College Lemoore (WHCL). The district committee desired to minimize articulation issues between the two colleges and meet the needs of students who enroll in course sections at both colleges while maintaining each college's ability to develop separate curriculum to meet its student learning needs. (2A.82, 2A.96, 2A.97, 2A.100, 2A.101)

In order to facilitate curriculum development in a multi-college district, the academic senate and the curriculum/general education committee are

investigating a web-based curriculum management system (SOCRATES) used at Los Rios Community College District to increase the efficiency and effectiveness of the curriculum process. Before the transition to a multi-college district began, the district attempted to adopt WebCMS; however, system difficulties arose with the new two-college organizational structure, and the project was abandoned. Currently, WHCC uses Blackboard to house its curriculum during the approval process. Once the curriculum action report is approved by the board of trustees, curriculum will be posted on the college website. The WHCC curriculum/general education committee updated its handbook, curriculum forms, and provided training for its representatives to reflect its independent status during the 2004-2005 academic year. (2A.9, 2A.65, 2A.75, 2A.97, 2A.102)

Although WHCCD had an established program review process in place, when the transition from a single- to a multi-college district began, the number of completed program review documents declined. A number of obstacles hampered the process: lack of college-level data to complete the required quantitative analysis; faculty uncertainty regarding the faculty role within departments during the academic senate restructuring; fear regarding budget restrictions and its impact on programs; and confusion regarding the district transition. Consequently, although all faculty members within a discipline are encouraged to participate in developing the program review document that addresses comprehensive questions regarding courses and programs, few program review documents have been completed. The Instructional Services Council (ISC) plans to revise the program review process during 2004-2005 to meet the changing student learning needs of WHCC. (2A.3, 2A.40, 2A.98)

The May 2004 accreditation self study survey indicates that 60.87 percent of faculty respondents agree that faculty maintain a major role in curriculum planning and program review; 21.74 percent "don't know", and 17.39 percent disagree. Since curriculum and program review documents are faculty created, it is a concern that a significant number either are unaware or don't agree with the accuracy of the statement. It is possible that only a small number of the total faculty are participating in curriculum planning and program review. Also, since part-time faculty do not usually participate in this process, the large number of "don't know" answers may reflect the large number of part-time faculty respondents to the survey. The ISC will develop ways in which to increase involvement of faculty, including part-time faculty, in the curriculum planning and program review processes. (2A.39, 3A.40)

In addition, 52.17 percent of faculty respondents agree that faculty perform a central role in developing, implementing and evaluating instructional programs; 32.61 percent "don't know"; and 15.22 percent disagree. In response to a related question, 60.00 percent of faculty respondents agree that WHCC has clearly defined processes for establishing and evaluating instructional programs;

31.12 percent “don’t know”, and 8.89 percent disagree. Clearly, a large number of faculty, especially part-time faculty, are unaware of the faculty role in developing, implementing, and evaluating instructional programs, and the processes for doing so. Although the faculty role was clearly established at one time, it has become blurred in the transition from a single- to a multi-college district. The ISC will clarify the central role of faculty in developing, implementing, and evaluating instructional programs. (2A.39, 2A.40)

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 vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

West Hills College Coalinga (WHCC) relies on faculty expertise to identify competency levels and measurable student learning outcomes for all courses, certificates, programs, and degrees, faculty consult with advisory committees for occupational courses and programs. Faculty representatives from each of the six instructional areas serve on the Instructional Services Council (ISC) and on the curriculum/general education committee. The two committees are responsible for making recommendations regarding establishing and evaluating, planning, and improving instructional courses and programs. (2A.40, 2A.43, 2A.75, 2A.76)

WHCC is in the process of establishing student learning outcomes for each of its courses. During spring 2004, two all-day faculty workshops were held to develop student learning outcomes in economics, English, geography, history, and psychology. During fall 2004, two all-day faculty workshops were held to develop student learning outcomes in science, math, physical education, child development, business, computer information systems, and administration of justice. During spring 2005, two all-day faculty workshops will be held to develop student learning outcomes in humanities, philosophy, speech, Spanish, performing arts and precision agriculture. The measurable outcomes are being added to the course outlines as faculty complete five-year course curriculum revisions. The outcomes will be communicated to students through the course syllabi. During fall 2004, the faculty began assessment of data collected. The assessments will be used as part of the program review process to make improvements in instructional courses and programs. (2A.76, 2A.85, 2A.91)

The catalog specifies the minimum competency levels required for the associate degree programs, including completion of at least 18 semester units taken in a single discipline or related disciplines; a grade point average of 2.0 within the major and over-all; minimum competencies in reading, writing and mathematics; completion of general education requirements including courses in language and rationality, natural science, humanities and social science; and local college requirements in health and physical education. The competencies are developed by faculty through participation on the ISC and curriculum/general education committee. (2A.7, 2A.40, 2A.75)

Self-Evaluation

West Hills College Coalinga meets the standard. Course outlines are reviewed at the University of California (UC) and California State University (CSU) systems who validate the competency levels of the college's courses with articulation agreements. When transfer admission guarantees (TAGs) are developed, the validity of the college's competencies is further affirmed. The consistent increases in transfers to California public universities from a total of 75 in 1989-1990 to 122 in 2003-2004 (38.5% increase) indicate that students meet achievement outcomes for transfer. (2A.17, 2A.62, 2A.85, 2A.103)

Many faculty in vocational/occupational programs meet on a regular basis with an advisory committee comprised of professionals in the relevant business or industry. Occupational program advisory committees provide advice to the program staff regarding skills and knowledge needed by students entering employment in that field and make recommendations regarding needed courses and programs to meet the current needs of the employer. The role of advisory committees is critical in rapidly-changing industry areas, particularly those involving technology. For example, with the rapidly developing technological innovations in agriculture, the advisory committee for the precision agriculture program is an invaluable source of information and resources to aid in the development of new programs and measurable student learning outcomes. (2A.4, 2A.47)

Some vocational instructional programs develop curricula to prepare students with the competencies required for passing state licensing exams. However, pass rates on state exams indicate that students in the psychiatric technician program are not adequately prepared. The pass rate of psychiatric technician students from the first three graduating classes taking the state exam for the first time was 67 percent, less than desired by the board of vocational nurses and psychiatric technicians (BVNPT). Inadequate skills in reading and writing have negatively impacted previously admitted students from coping with the pressure of an intense short-term program that requires no prerequisites. The psychiatric technician program is being revised through the curriculum process to improve chances of student success by requiring four prerequisite courses for

admission: ENG 51A (Introduction to Communication Skills or equivalent), PSYCH 1 (General Psychology), PSYCH 3 (Developmental Psychology), and BIO 32 (Human Anatomy). In addition, the 16-week semester is being lengthened to 18 weeks so that the program is less intense. The average pass rate on the certified nurse assistant state exam for the first three classes of nurse assistants is 100 percent. (2A.104, 2A.105, 2A.106)

Planning Agenda

None

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

West Hills College Coalinga (WHCC) is committed to offering high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for all programs. High-quality instruction, academic rigor and educational effectiveness are ensured through the hiring process for both full-time and part-time faculty. All faculty must meet minimum education qualification requirements (MQR) and teaching standards established by the California community college chancellor's office. A teaching demonstration is required as part of the hiring process. In addition, all full-time faculty are evaluated by a committee composed of an administrator and two peer evaluators annually until tenure is obtained and every three years thereafter. Student evaluations for each course section are also included in the evaluation process. (2A.107, 2A.108, 2A.109, 2A.110, 2A.111, 2A.112)

Quality of instruction is also maintained through the required five-year revision of curriculum, the planned analysis of student learning outcomes data, and the program review process. The procedures guarantee appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. As indicated in the catalog, courses, especially in English, math, science, and vocational areas, are sequenced to adequately prepare students for the next level of learning, and to assist student achievement of student learning outcomes. (2A.7, 2A.79, 2A.84, 2A.88)

Academic rigor is also ensured through a variety of college mechanisms including dialogue among members and action on agenda items of the curriculum/general education committee, the Instructional Services Council (ISC), and the College Consultation Council (CCC), as well as instructional administrators and instructional area faculty. The mechanisms include approved course outlines, student learning outcomes, and program review. Course outlines and student

learning outcomes are provided to all full-time and part-time faculty who are expected to teach the course in accordance with the course outline and student learning outcome requirements as outlined in the faculty resource guide. The faculty resource guide is available on the WHCC website, and a hard copy is given to all faculty members. (2A.3, 2A.9, 2A.40, 2A.41, 2A.85, 2A.91, 2A.113)

The course outlines are available in the office of student learning, the articulation office, on the college website, and from the district instructional operations manager. Course outlines list the course prerequisites, course description, course objectives, course content, instructional methodologies, methods of evaluation, written assignments/proficiencies, critical thinking assignments, examples of how cultural pluralism is addressed, and student learning outcomes. In addition, statements regarding distance education and the availability in the library/learning resources center (L/LRC) of supporting instructional materials are included. Distance education approvals are listed separately on the curriculum/general education committee agendas to ensure appropriate attention is given distance education issues. The college's articulation officer reviews new course proposals for the viability of articulation with transfer institutions and ensures that course revisions do not jeopardize current articulation agreements. (2A.79, 2A.85, 2A.100)

The quality, rigor, and effectiveness of courses and programs are ensured by the program review process. Courses and programs are reviewed and the appropriate forms completed by faculty on a four-year program review cycle. The ISC provides oversight for the instructional program review process with a summary and final recommendations sent to the CCC. (2A.3, 2A.40, 2A.70, 2A.98)

WHCC ensures that students are able to complete programs within a reasonable amount of time through careful scheduling of courses each semester. Faculty members in each discipline submit proposed course schedules to the office of student learning, which prepares a spreadsheet of courses. The spreadsheet is analyzed to ensure a broad selection of general education and degree requirement courses are offered so that students can complete educational goals in a timely manner. WHCC schedules classes using a wide variety of delivery systems for maximum student access. Maximum flexibility is provided to students who have the ability to leverage face-to-face instruction with online and videoconferenced courses. (See Standard II.A.1.b, 2A.57, 2A.114)

Occasionally requests for course substitutions are made when a course cancellation prevents a student from receiving a certificate or degree. Course substitutions require the approval of a counselor and the dean of student learning. (2A.115)

Smaller class sizes for intermediate and advanced courses in such areas as advanced math and chemistry are permitted in order to allow students to complete programs where a delay in a student's ability to obtain a degree might otherwise result. (2A.28)

Self-Evaluation

West Hills College Coalinga meets the standard. Faculty, administrators, and support staff through extensive dialogue and effort provide quality and effective education with sufficient breadth, depth, and rigor to meet program requirements in a timely fashion. The May 2004 accreditation self study survey indicates that 64.81 percent of staff/administrator and 52.17 percent of faculty respondents agree that WHCC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes; 24.07 percent of staff/administrator and 28.26 percent of faculty respondents "don't know"; and 11.11 percent of staff/administrator and 19.57 percent of faculty respondents disagree. In addition, hiring practices, professional development opportunities, curriculum procedures, decision-making collaboration, course scheduling, and program review contribute to the college's effective educational services. (2A.39)

The new focus on student learning outcomes is anticipated to further guarantee maintaining the quality, rigor, and effectiveness of the degree and certificate programs. (See Standard II.A.1.c, 2A.76, 2A.79, 2A.85, 2A.88, 2A.89, 2A.90, 2A.91)

The May 2004 accreditation self study survey indicates that 55.41 percent of student respondents agree that courses in the major are offered in sufficient number/sequence to allow students to meet degree requirements in a reasonable amount of time; 23.47 percent "don't know", and 21.14 percent disagree. In addition, 55.66 percent of student respondents agree that WHCC informs students in a timely manner of changes in scheduling and/or programs to enable students to complete their course of study in a timely fashion; 28.01 percent "don't know", and 16.34 percent disagree. Although WHCC offers students a broad selection of general education and degree requirement courses and uses a wide variety of deliver systems for maximum accessibility, many students lack awareness of the options. The Student Services Council (SSC) will discuss ways in which to increase student awareness of the variety of courses and delivery modes offered. (2A.39, 2A.41)

Although WHCC strives to offer a sufficient number and frequency of courses to meet student learning needs, occasionally course cancellations are created by the unavailability of qualified instructors. Limited numbers of individuals who meet the minimum required qualifications are available in the Coalinga area. Due to the geographic remoteness of the college, difficulty arises in finding

qualified faculty who are willing to travel to distant instructional sites thus creating a potential negative impact on the college's ability to offer courses to meet student needs and demands. Advertisements for adjunct instructors appear in local newspapers and on the district and college websites each semester as a recruitment tool for building the pool of qualified part-time instructors. (2A.116)

The May 2004 accreditation self study survey indicates that 51.85 percent of staff/administrator and 69.57 percent of faculty respondents agree that WHCC ensures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience; 14.81 percent of staff/administrator and 13.04 percent of faculty respondents "don't know"; and 33.33 percent of staff/administrator and 17.39 percent of faculty respondents disagree. Although the degrees of all administrators and faculty are listed in the catalog, a large number of staff/administrators don't know or don't agree that personnel are qualified for their positions. The College Consultation Council (CCC) will discuss ways in which to increase the college constituents' awareness that staff/administrators are appropriately qualified. (2A.39, 2A.70)

Planning Agenda

None.

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

Descriptive Summary

West Hills College Coalinga (WHCC) serves a diverse student population, including residential, traditional, and online students from a broad geographic area. Residential students are full-time students--mainly athletes, international students, and students enrolled in agricultural programs. Non-residential students may be full-time or part-time and reside in the local service area communities or may reside anywhere in the global community and take advantage of WHCC's online services. The largest percent (56%) of students are full-time individuals, frequently juggling family, school, and work. In fall 2004, 1,161 of the total 2,029 students that enrolled in at least one course at WHCC were full-time. The main student population is economically, educationally, and socially disadvantaged reflecting the WHCC service area. The San Joaquin Valley has the highest poverty rates in California with 25.3 percent of the families below the poverty level; 35 percent low income; average median income \$17,000 less than the state average; 86.1 percent of adults and youth are first generation college students; and 32 percent of target area adults did not graduate from

high school. In addition, WHCC serves many students with physical and learning disabilities. (2A.44, 2A.117, 2A.118)

WHCC employs a wide variety of delivery modes; including computer-assisted instruction, open entry/open exit, videoconferenced, online, and learning communities. Teaching methods include lecture, discussion, PowerPoint, maps, overhead projections, demonstrations, and collaborative group activities. (See Standard II.A.1.b)

Self-Evaluation

West Hills College Coalinga meets the standard. Instructors address student learning styles by using a variety of instructional methods, including enhancing lectures and discussions with CD-ROM, PowerPoint, maps, overhead projections, demonstrations and hands-on activities. One example of experiential learning occurs in the heavy equipment program. During spring and summer 2004, the heavy equipment program (a 12-week intensive program) did the rough grading and construction of culvert crossings for the Coalinga Youth Sports Complex. The variety of instructional modes and methods allows instructors to meet the individual learning styles of the student, whether audio, verbal, or visual. (2A.119)

Planning Agenda

None.

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

Descriptive Summary

West Hills College Coalinga (WHCC) engages in an ongoing effort to ensure that its courses and programs remain relevant, useful, and current to its student population. The effort is articulated in the college's mission statement, and is evidenced by the educational master plan, the strategic plan, and the systematic gathering of demographic information within the district. (2A.1, 2A.32, 2A.37, 2A.38)

Additionally, frequent program review related to curriculum, course offerings, and textbook choice demonstrate the concerted effort that WHCC makes in order to retain a high level of relevancy to its student population. Each discipline within an instructional area completes a program review on a regular basis—every four years. The review includes an evaluation of data including an analysis of full-time equivalent students, and a plan for improvement where necessary.

The Instructional Services Council (ISC) evaluates the instructional program review documents, and issues a report with recommendations for program modification, expansion, and/or discontinuance, and submits the report to the CCC for review. (2A.3, 2A.40, 2A.70, 2A.98)

Self-Evaluation

West Hills College Coalinga meets the standard. The relevancy and appropriateness of program and course offerings are evaluated on a continual basis and are responsive to the changing needs of the student population and community in general. Specifically, course and program reviews are occurring on a continual basis and curricula are revised to respond to the current trends in post-secondary education. For example, the psychiatric technician program was created in anticipation of the construction of a new state mental health hospital within the college's service area. (2A.3, 2A.79, 2A.120)

Although WHCC meets the standard, as student learning outcomes are implemented, outcome evaluation will need to be incorporated into the program review process. The faculty will begin assessment of data collected during fall 2004 for the English and social science student learning outcomes developed in 2003-2004. The assessments will be used as part of the program review process to make improvements in instructional courses and programs. Since the ISC is in the process of developing a new program review process to better evaluate programs, the incorporation of student learning outcomes is timely. (2A.40, 2A.88, 2A.121)

Planning Agenda

None.

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

Descriptive Summary

West Hills College Coalinga (WHCC) is committed to maintaining the relevance of its program and course offerings. The commitment is clearly articulated in the mission statement, the strategic plan, and the educational master plan. At the program level, faculty peer and administrative evaluations create an environment of accountability to ensure that appropriate rigor and relevance are maintained. Course outlines and textbook selections are modified as needed through the

curriculum process in response to student performance and needs. (2A.1, 2A.37, 2A.38, 2A.75, 2A.77, 2A.78, 2A.84, 2A.85, 2A.97)

At the course level (as evidenced by course syllabi), learning outcomes and standards are clearly articulated, as are the methods by which students will be evaluated. The achievement of student learning outcomes for courses, programs, and degrees is an evolving process involving faculty and support staff at all levels. As student learning outcomes are developed, the outcomes are added to course outlines and become a required part of course syllabi as stated in the faculty resource guide. The college curriculum/general education committee has the main responsibility for evaluating and approving new and revised courses for adoption. Five-year course curriculum revisions are required. Evaluating the development and implementation of student learning outcomes and instructional program review documents is the responsibility of the Instructional Services Council (ISC). (2A.40, 2A.84, 2A.87, 2A.91, 2A.98, 2A.101)

Self-Evaluation

West Hills College Coalinga meets the standard. The specificity of course outlines and administrative and peer review of faculty members contribute to the currency of program requirements and expected student learning outcomes. At the instructional area level, faculty members maintain an ongoing dialogue (via instructional area meetings, individual discussions, the Blackboard discussion board, and/or e-mail) in an effort to assure the appropriateness of course requirements, prerequisites, and new course proposals. The May 2004 accreditation self study survey indicates that 36.37 percent of faculty respondents agree that the college has clearly established procedures for planning, creating and eliminating programs; 43.19 percent "don't know", and 20.46 percent disagree. (2A.39)

The curriculum/general education committee evaluates, on a continual basis, the appropriateness of course content and requirements as established by the state chancellor's office criteria: appropriateness to the mission of community colleges as formulated in the California education code, documented need, quality of design, feasibility within the college's fiscal stability and curricular balance, and compliance with other applicable state and federal laws. In fall 2004, the newly formed WHCC curriculum/general education committee set a priority on completing five-year reviews of courses and updated the curriculum tracking sheets for all instructional areas. The dean of student learning sent the faculty the appropriate paperwork to complete the reviews through the curriculum process. (2A.84, 2A.97, 2A.98, 2A.101)

Planning Agenda

None.

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

West Hills College Coalinga (WHCC) does not use departmental course and/or program examinations.

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

Descriptive Summary

West Hills College Coalinga (WHCC) awards credit based on clearly stated and published criteria available in the catalog and in course outlines that reflect generally accepted norms or equivalencies in higher education. Prerequisites, corequisites, and specific advisories are listed in course outlines and course descriptions in the catalog. In addition, the catalog discusses academic regulations, graduation requirements, and transfer requirements. (2A.7)

The academic regulations section of the catalog explains the remedial coursework limit policy; credit/no credit classes; attendance; examinations; grading standards; in-progress grades; incomplete grades; withdrawal grades; grade point average; grade changes; prerequisite/corequisite policy; prerequisite/corequisite challenge procedure; limitation on enrollment; challenge of a limitation on enrollment; grounds for challenge of a limitation on enrollment; procedures for challenging a limitation on enrollment; course repetition; community service option; honors; academic probation; academic dismissal; withdrawal from college; and academic renewal policy and procedures. (2A.7)

WHCC consistently evaluates the content of its curricula in order to determine compliance with generally accepted standards, and actively consults the course content and catalog descriptions of community colleges and four-year universities in order to maintain a consistent and relevant program of study. College faculty also participate in the California intersegmental major preparation articulated curriculum (IMPAC) project. The minimum standards and number of units necessary for the awarding of degrees and certificates are constantly assessed and the specific objectives of each program of study are well-defined. Individual course syllabi and catalog descriptions are clear as to the content of each course, student learning outcomes, and minimum graduation requirements. Course outlines and course syllabi are on file in the office of student learning. Faculty are required to provide students and the office of student learning with

copies of syllabi at the beginning of each semester. The faculty resource guide specifies required information for course syllabi. (2A.85, 2A.87, 2A.113)

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.85, 2A.103)

Self-Evaluation

West Hills College Coalinga meets the standard. The policies governing the awarding of degrees and certificates are clearly articulated within the catalog and course descriptions. Additionally, there is ongoing dialogue regarding the minimum acceptable, demonstrable student learning outcomes within each program of study. (2A.7, 2A.76, 2A.85, 2A.92)

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

West Hills College Coalinga (WHCC) is committed to maintaining the legitimacy and integrity of its academic programs and has clearly articulated requirements for the awarding of degrees and certificates. The college 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. In addition, specific learning objectives and student learning outcomes are listed in the course outlines of record, which are available in the office of student learning, articulation office, on the WHCC website, and in the district instructional operations manager's office. Objectives and student learning outcomes are listed on the individual syllabi given to students on the first day of class. (2A.7, 2A.9, 2A.85)

The curriculum/general education committee requires that all courses include multiple measures of assessment to ensure that students completing a course have achieved the learning objectives and student learning outcomes listed on the course outline of record. Multiple measures of assessment include objective quizzes and exams; written essays and exams; oral reports and presentations; demonstrations; or group projects. The English and social science faculty have developed departmental guidelines with grading rubrics for student learning outcomes to ensure the quality and uniformity of standards across course sections. (2A.75, 2A.97, 2A.122)

In the nurse assistant and psychiatric technician programs, California state proficiency exams are included as part of the assessment process. The pass rate of the first three classes of WHCC nurse assistant students taking the certified nurse assistant state exam is 100 percent. The pass rate for psychiatric technician students taking the state exam for the first time is 67 percent. Faculty in each of the programs design the curriculum to meet the basic competencies required by the state exam to ensure competency is achieved. (2A.104, 2A.105, 2A.106)

Self-Evaluation

West Hills College Coalinga meets the standard. The primary means by which a student earns a degree or certificate is the completion of a minimum number of specified units and minimum competencies as articulated in the college catalog. In addition, student learning outcomes have been developed to more clearly articulate the specific requirements that a student must meet in English, social sciences, math, natural sciences, physical education, business, computer information systems, child development and administration of justice. The student learning outcomes, implemented in fall 2004 and spring 2005, will be reviewed, evaluated, and improved if necessary at the end of the semester. A plan is in place to continue the development of student learning outcomes for all courses. (2A.7, 2A.88, 2A.91)

Now that implementation of student learning outcomes for individual courses is well underway, WHCC student learning outcomes at the degree level are being developed. In spring 2004, the curriculum/general education committee engaged in dialogue regarding the issue and began the process of developing degree-level SLOs. (2A.92)

Since the program's inception in 2001, the pass rate for the intensive psychiatric technician program has been lower than desired. The program is a one-year program without prerequisites. However, many students enter the program without the necessary skills required for success. In order to improve the chances of success, the curriculum has been evaluated and modified. Prerequisites, including PSYCH 1 (general psychology), PSYCH 3 (developmental psychology) and BIO 32 (anatomy and physiology) will be required beginning with the entering class in fall 2006. (2A.103, 2A.106)

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

As part of its general education program, West Hills College Coalinga (WHCC) offers its students a range of courses within the humanities and fine arts, the natural sciences, and the social sciences. The general education component of the associate degree permits students to explore different areas of study; demands the acquisition and use of reading, writing, and critical thinking skills; imparts a sense of shared and differing cultural heritage and how to function as responsible, ethical individuals in a complex society; and instills a level of intellectual curiosity and self-awareness conducive to lifelong learning and personal growth. The general education component is designed to be a broad-based core of knowledge and abilities. (2A.7)

The associate degree requires completion of general education courses 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; as well as how to analyze, criticize, and advocate ideas; to reason deductively and inductively; and to reach sound conclusions. Natural science courses impart knowledge about living and non-living systems; and mathematical concepts and quantitative reasoning with applications. Humanities courses cultivate intellect, imagination, sensibility, and sensitivity, which encourage students to respond subjectively, as well as objectively, and to develop a sense of the integrity of emotional and intellectual responses. Social science courses explore, at the micro and macro level, the social, political, and economic institutions that underpin society. The WHCC catalog currently lists 23 courses that fulfill the general education requirement in the area of humanities and fine arts; 24 in natural sciences; and 25 in social sciences. Some courses may satisfy more than one general education area, but the course cannot be counted more than once. (2A.7)

There is also a local college requirement for one health education and two physical activity courses to facilitate the understanding of human beings as integrated physiological, social, and psychological organisms. The institution also

requires that the general education requirements fulfill the overall content and methodology goal required of each area. (2A.7)

Self Evaluation

West Hills College Coalinga meets the standard. Courses are provided to enable the student to gain a working knowledge in the humanities and fine arts, the natural sciences, and the social sciences. The college's small size limits both the number and scheduling of general education courses. WHCC does not have full-time faculty members in all disciplines and has difficulty attracting adjunct faculty due to lengthy travel to its rural location. However, instructional area faculty and the dean of student learning work together to ensure that a variety of general education courses are offered each semester in each pattern area to meet student needs. In addition, advanced courses that allow students to concentrate on one aspect of the discipline in greater depth are rotated over the course of four semesters. (2A.46, 2A.53, 2A.54, 2A.57)

Even when enrollment is lower than desired, the dean of student learning allows specialized and advanced courses to continue. In fall 2004, courses that typically have low enrollments but are required for students seeking careers in science were allowed to continue with small enrollment numbers. For example, enrollment in MATH 1A (Introduction to Calculus) was 10 students, and enrollment in CHEM 2A (Introduction to Chemistry) was 13 students. The addition of online and videoconferenced courses has greatly enhanced the ability of the college to offer a variety of general education courses to its students. The development of the open entry/open exit laboratory for business and computer information systems students, and the nationally-recognized science "collaboratories", which allow an efficient, cost-effective, common-use facility serving multiple disciplines, also has increased the ability to meet students natural science needs. (2A.53, 2A.57, 2A.124)

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

West Hills College Coalinga (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. The WHCC catalog lists the minimum general education competency levels and 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 skills are implicit in many of the courses in which students enroll. In addition, admission and registration procedures, as well as the use of technology in the classroom, help ensure student understanding of "computer technology." A degree requirement in information competency is being considered. (2A.125)

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 speech. (2A.7)

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 English 51A or 51B or 1A 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 Mathematics 61 or 87 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 Math Exam. (2A.7)

Self-Evaluation

West Hills College Coalinga meets the standard. Course descriptions listed in the catalog indicate that general education courses consistently offer students opportunities to demonstrate competence in oral and written communication; scientific and quantitative reasoning; and critical analysis/logical thinking through successful course completion and demonstration of minimum competencies for the associate degree. To improve the general education offerings, four new courses were added to the curriculum in spring 2004: HIST 20 (World History), HIST 32 (Cultural History of the Chicano), HIST 44 (Roles of Women in U.S. History), and LING 11 (Linguistics). (2A.126)

The May 2004 accreditation self study survey indicates that 84.78 percent of faculty and 66.67 percent of student respondents agree that the requirements for the completion of general education courses are clearly stated in the catalog; 8.70 percent of faculty and 22.88 percent of student respondents "don't know";

and 6.52 percent of faculty and 10.46 percent of student respondents disagree. The faculty appear more familiar with the catalog organization and the concept of general education courses than students. The Instructional Services Council (ISC) is currently evaluating the catalog organization and developing a new student-friendly catalog format. (2A.39, 2A.40)

However, 64.45 percent of faculty and 63.50 percent of student respondents believe that WHCC offers sufficient general education courses each semester to meet degree requirements; 11.12 percent of faculty and 17.71 percent of student respondents "don't know"; and 24.45 percent of faculty respondents and 18.81 percent of student respondents disagree. It is unclear whether students believe that a paucity of general education courses are offered or whether students are unable to enroll at a convenient time. However, it appears that students and faculty need to be better informed about the variety of general education courses that are offered each semester. (2A.39)

WHCC has allocated significant resources to provide students with access to technology and to assist in developing technological competence. Student access to computers has increased significantly with the WHCC commitment to information technology demonstrated by the addition of a computer lab on the Coalinga campus, and with the remodeling of the library/learning resources center (L/LRC). The May 2004 accreditation self study survey indicates that 74.67 percent of student respondents agree that WHCC provides students with access to computers for registration and completion of coursework; 17.68 percent "don't know"; and 7.67 percent disagree. (2A.39, 2A.69)

The WHCC catalog states that "The awarding of an associate degree symbolizes a successful attempt on the part of the college to lead students through learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition, the student shall acquire sufficient depth in a field of knowledge to contribute to life-time interest." (2A.7)

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 (WHCC) require some recognition of what it means to be an ethical human being and effective citizen. The course outlines include sections on assignments that demonstrate critical thinking skills, methodologies, or other examples of how cultural pluralism is addressed in the course. (2A.79, 2A.85)

WHCC accepts a limited number of international students for admission each year. Approximately 60 students from Asia, Europe, the Middle East, South America, and New Zealand currently attend WHCC and contribute to the achievement of one of the WHCC instructional goals, which is to familiarize students with a wide cultural base to become aware of the world's diverse humanity. (2A.127, 2A.128)

WHCC publishes its academic dishonesty policy and code of conduct for students in its catalog listing guidelines for acceptable student conduct. (2A.7)

The associated student body (ASB) is made up of elected and appointed student officers and serves as the "voice" of the students to the college administration. Other student organizations with service, political, academic, social, and cultural objectives offer students the opportunity to participate in areas of specific interest. ASB officers are encouraged to enroll in IS 7 (Student Leadership). Students appointed by ASB serve on the College Consultation Council (CCC), the curriculum/general education committee, and each of the other college councils. (2A.7, 2A.40, 2A.41, 2A.42, 2A.70, 2A.75, 2A.94)

Instructional goals 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 its 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 community, their nation, and West Hills College Coalinga. (2A.7)

In addition, the WHCC catalog specifies that general education requirements must improve students' abilities to: 1) work effectively and cooperatively with others; 2) develop and question personal and societal values, make informed

choices and accept responsibility for one's decisions; and 3) function as active, responsible citizens. The general education requirements also impart understanding, knowledge, and appreciation of: 1) our shared heritage, including the contributions of women, ethnic minorities, and non-western cultures; 2) human social, political, and economic institutions and behavior, including their interrelationships; and 3) the psychological, social, and physiological dimensions of men and women as individuals and as members of our society. (2A.7)

Self-Evaluation

West Hills College Coalinga meets the standard. The institution reveals its commitment to fulfilling its instructional goals as demonstrated by the content in many general education classes that address the recognition of what it means to be an ethical human being and effective citizen. Some courses, such as PHIL 3 (Ethics) focus students on clarifying values in response to ethical concerns. Other courses, such as AOJ 50A (P.C. Arrest Control Module) and BUS 20 (Introduction to Business) include lessons on ethics in course outlines. (2A.7)

In order to provide students with a wide cultural base so that the students may become aware of the individual's humanity, one of the general education goals stated in the WHCC catalog requires the addition of a statement to every course outline addressing how cultural pluralism will be addressed. Specific courses such as HIST 32 (Cultural History of the Chicano); HIST 44 (Women's Roles in History); LING 11 (Introduction to Linguistics); and SOCSCI 32B (Cultural History of Black Americans); address cultural diversity in greater depth. (2A.7, 2A.85)

WHCC belongs to the International Education Exchange (IEE) Consortium, which is a collaboration of five community colleges geographically balanced throughout the United States that recruits international students. During 2004-2005, the director of international students will travel to Hong Kong, Japan, Mexico, Sweden, Korea, and Poland to promote WHCC. International student enrollment decreased from 49 students in spring 2003 to 34 in fall 2003 and 29 in spring 2004 due to federal restrictions imposed after the September 11 tragedy. In the six-year period 1998 to 2004, enrollment has increased from 26 to 60 (56.7%), including five students from last year now taking online courses from the student's home country. Students from Japan, Peru, Hong Kong, South Korea, Poland, Sweden, Mongolia, Mexico, and Macau expose the predominantly Hispanic and Caucasian student population to a variety of unfamiliar, diverse cultures. (2A.127, 2A.128)

In addition to the associated student body (ASB), two student groups on campus promote awareness of cultural diversity: the Black Student Union and the Movimiento Estudiantil Chicanos de Aztlan (MEChA). MEChA is very active and undertakes the responsibility of retaining Hispanic identity and furthering Hispanic cultural awareness. (2A.129)

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

West Hills College Coalinga (WHCC) offers 20 instructional programs leading to an associate degree. The institution has made a commitment to its diverse student population to provide high quality education through focused study in at least one area of inquiry and/or an established interdisciplinary core. Students who follow the educational plan outlined in the catalog will complete courses necessary for a degree program. Each degree requires completion of at least 18 units in a major field of study or an established disciplinary core. (2A.7)

Evaluation, planning, and improvement to degree programs are accomplished through program review and ongoing dialogue to define and assess student learning outcomes. (2A.3, 2A.9, 2A.92, 2A.98)

Self-Evaluation

West Hills College Coalinga meets the standard. All associate degree programs incorporate the general education requirements defined in Title 5 of the state education code. The catalog presents each program of study separately with a listing of required courses for that particular area of study. Programs of study are either in a focused area of inquiry or an established interdisciplinary core. Students graduating with an associate of arts degree must complete a minimum of 18 semester units of study taken in a single discipline (i.e. psychology) or related interdisciplinary core (i.e. social science). Students graduating with an associate of science degree must have satisfactorily completed all the requirements for the associate of arts degree plus an additional three units of general education in the area of natural science, as well as a major in biological or physical sciences or an occupational program. New programs and program revisions are evaluated and implemented through the curriculum/general education committee. (2A.7, 2A.100, 2A.101)

Degree program information is found in the catalog, course outlines of record, instructor syllabi, and brochures. A number of vocational programs including precision agriculture, child development, law enforcement, corrections, and psychiatric technician have designed brochures. The brochures frequently provide a four-semester suggested course sequence (i.e. precision agriculture). (2A.7, 2A.85, 2A.87, 2A.130)

WHCC has an established program review process and a curriculum/general education committee, which are effective in evaluating and implementing improvements to each course. Program reviews are scheduled at four-year intervals and curriculum revisions are completed every five years. Dialogue among faculty, the articulation officer, and special assistance program staff, as well as advisory committee members, evaluates each program to make certain that prerequisites are being met; each course for a particular discipline is being offered for the required amount of time and is being offered in the proper sequence. (2A.3, 2A.75, 2A.79, 2A.84, 2A.101)

WHCC has organized workshops to promote dialogue to define and develop course-level student learning outcomes throughout each program. Currently, faculty members are aggressively revising courses to include how learning outcomes will be measured and assessed for each course. A plan is in place to begin development and assessment of program-level student learning outcomes as part of the program review process. (2A.76, 2A.84, 2A.91, 2A.92, 2A.101)

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

The occupational certificate programs listed in the West Hills College Coalinga (WHCC) catalog reflect its institutional commitment to meeting community economic development, and employment needs. Students at WHCC complete occupational certificates and degrees that demonstrate technical and professional competencies to meet employment and other applicable standards. Standards for some occupational programs are established by outside accrediting or regulatory agencies and require external licensure and certification for employment. Associate degree and certificate programs in administration of justice (law enforcement and corrections), business, business management, child development, computer information systems, nurse assistant, office management and technologies, psychiatric technician, elementary and secondary teaching assistants, and television production are designed to give the student skills adequate to provide employment capability. Students in the nurse assistant and psychiatric technician programs specifically prepare to take state certification exams required for employment. In addition AOJ 50A (P.C. 832 Arrest and Control) requires a special test set by the Commission on Peace

Officers, Standards and Training (POST). AOJ 55 (Adult Correction Officer's Training) has a qualifying exam set by the State Board of Corrections. (2A.7)

Evaluation of preparation and employment occurs as students satisfactorily pass licensing examinations and employment interviews. The advisory committees meet regularly to review student learning outcomes and evaluate entry-level competencies. Discussion, evaluation, and planning among advisory committees, regulatory agencies, and the college are ongoing throughout the year. The college curriculum/general education committee approves new programs and evaluates student learning objectives and outcomes. Faculty evaluations are completed according to college policy and the collective bargaining agreement. Recruitment of WHCC students is active in all certificate programs. A high percentage of students are employed upon completion of the various certificate programs. (2A.4, 2A.75, 2A.131)

Self-Evaluation

West Hills College Coalinga meets the standard. 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. An indicator of the success of the occupational certificate programs is evidenced in the employment of the students upon completion of the various programs. Individual training programs maintain records of completion and records of employment when notified by employers. However, students need to be better informed regarding the availability of certificate programs at WHCC. The May 2004 accreditation self study survey indicates that 50.68 percent of student and 43.48 percent of faculty respondents agree that WHCC offers sufficient certificate programs that reflect the needs of its student population; 35.13 percent of student and 30.43 percent of faculty respondents "don't know"; and 14.20 percent of student and 26.09 percent of faculty respondents disagree. The Student Services Council (SSC) will discuss ways in which to bring greater awareness of certificate programs to students through avenues such as outreach, marketing, brochures, counseling, advising, and the website. (2A.9, 2A.39, 2A.41)

Job placement and retention indicators along with achievement and completion rates are compiled in the vocational and technical education act (VTEA) core indicators by TOP (Taxonomy of Programs) Code on the California community college chancellor's website. The measures are disseminated and discussed with VTEA advisory committee members and instructional area faculty. Several programs have been targeted for improvement with VTEA funds in 2004-2005, including television production, business administration, and child development. (2A.48, 2A.132)

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 improved to better ensure student success. For example, after only 67 percent of students from the psychiatric technician's first three classes passed the state exam the first time, prerequisites are being implemented in fall 2006 so that students entering the program are better prepared for its rigor. The May 2004 accreditation self study survey indicates that 53.34 percent of faculty respondents agree that the college's certificate programs lead to employment opportunities; 42.23 percent "don't know", and 4.45 percent disagree. (2A.39, 2A.106, 2A.123)

Title 5 of the state education code requires that occupational programs undergo a biennial program review, and in May 2002, the board of trustees passed a relevant policy. Although the academic senate has not developed a formal process for ensuring that the review takes place, the current budget restrictions and resulting program discontinuances have prompted extensive dialogue on the need to implement a procedure that ensures regular occupational program review. (2A.133)

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 (WHCC) accepts credit for most lower-division courses taken at accredited institutions of higher learning. The district office of

enrollment management evaluates college transcripts to ascertain that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. When questions arise regarding equivalency, the student may file a challenge petition which must be approved by the dean of student learning. (2A.134)

To meet its institutional commitment to fulfilling its transfer mission required by Title 5, WHCC maintains articulation agreements with four-year colleges that include major preparation, general education, course-by-course lists, and transferable-course agreements, which are available to students, faculty, and staff at the articulation system stimulating inter-institutional student transfer (ASSIST) website. Copies of articulation agreements are also available in the transfer center and from the articulation officer. (2A.17, 2A.103)

The college participates in the California articulation number system (CAN)—a cross-reference course identification system for many lower-division transferable preparation courses commonly taught on college campuses. Forty-six courses at WHCC (a 30% increase since 1997) currently have the CAN designation in the catalog, including courses in the four major general education areas: language and rationality, natural sciences, humanities, and social science. (2A.7)

In addition, WHCC offers lower-division transfer courses to meet the requirements for many baccalaureate majors. Students may choose to participate in the California State University (CSU) system general education certification course pattern and be assured of meeting the general education – breadth requirements for transfer to one of the 22 campuses of the California State University system. Students also have the option to participate in the intersegmental general education transfer curriculum (IGETC) that assures satisfaction of the general education requirements for both the California State University and University of California systems without need, after transfer, to take additional lower-division, general education courses. (2A.7)

Articulation agreements between the college and high schools within the college boundaries are also maintained and promoted through “2+2” agreements. The district-wide tech prep coordinator facilitates communication and collaboration between college faculty and high school teachers in various vocational areas. Courses are submitted for analysis by either institution to determine where agreements that foster beneficial links for students may be developed. In addition, the coordinator maintains existing agreements. (2A.135, 2A.136)

Self-Evaluation

West Hills College Coalinga meets the standard. 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 website is listed at

the bottom of each page of the course section of the catalog so that students can easily access the transfer status of courses taught at WHCC. ASSIST serves 108 California community colleges, 22 California state universities, and 8 University of California campuses to provide details regarding transferable courses to students as the students move from community colleges to universities. Furthermore, agreements with local high schools provide increased opportunities for students. Faculty-to-faculty meetings have occurred to facilitate the process. (2A.9, 2A.17)

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. The articulation officer is a permanent, voting member of the college curriculum/general education committee and a non-voting member of the district curriculum coordinating committee. Although the college determines transferability to the CSU system, it is subject to review by the CSU chancellor's office. (2A.96)

In an effort to improve program transfer requirements with the University of California and California State University systems, WHCC faculty from various disciplines also participate in the California intersegmental major preparation articulated curriculum (IMPAC) project. The project enables faculty from the three higher education systems to collaborate and design transfer programs that are consistent throughout the state. Proposed course outlines, including developed student learning outcomes, are distributed to faculty from area representatives for review, comments, and ultimately integration into the course. (2A.79, 2A.137)

In October 2004, the academic senate approved a Central Valley Higher Education Consortium (CVHEC) transfer degree. The CVHEC Associate Degree guarantees admission to any one of the CVHEC universities: CSU Bakersfield, CSU Fresno, CSU Stanislaus, Fresno Pacific University, University of the Pacific, and UC Merced. WHCC students now have two options: the existing associate degree or the transfer associate degree. (2A.138, 2A.139, 2A.140)

In March 2002, the California community college chancellor's office published a progress report to the legislature on transfer capacity and readiness in the California Community Colleges. West Hills College (single-college district) was identified as one of the colleges with the greatest barriers to transfer based on five variables that are beyond the control of colleges: academic preparedness, percent of students over 25, county income, county unemployment rate, and miles to the nearest California State University (CSU). Based on the variables, the expected transfer rate for West Hills for a cohort who began in fall 1993 and tracked for six years in 1993-99 was 17.17 percent; the actual transfer rate was 17.55 percent. The expected transfer rate for West Hills for a cohort who began

in fall 1994 and tracked for six years was 18.91 percent; the actual transfer rate was 19.80 percent. The expected transfer rate for West Hills for a cohort who began in fall 1995 and was tracked for six years was 23.48 percent; the actual transfer rate was 28.43 percent. In all three cohorts, West Hills' actual transfer rate was greater than its expected transfer rate. In addition, according to data provided by the California Postsecondary Education Commission (CPEC), West Hills College transfers have steadily increased from 75 in 1989-1990 to 122 in 2003-2004. The data indicate that West Hills College, including WHCC, is meeting its transfer mission as required by Title 5. (2A.62, 2A.142)

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

West Hills College Coalinga (WHCC) makes appropriate arrangements so that enrolled students may continue when programs are eliminated or program requirements are significantly changed. Students maintain catalog rights based on the first term of obtaining course credit as long as enrollment is continuous. (2A.7)

WHCC provides students impacted with program elimination or requirement changes the latitude to substitute coursework that otherwise is not available. Area faculty and counselors coordinate with impacted students to determine appropriate substitution plans on an as-needed basis. Plans may include course substitution or independent study. Students are allowed to maintain educational plans with a minimum of interference. (2A.115)

Self-Evaluation

West Hills College Coalinga meets the standard. Although the college does not provide students with a universally accepted process to follow in the case of program elimination, few programs are eliminated or significantly changed each year so few students are affected since such programs typically have very low enrollments. Consequently, the institution allows for arrangements to be made on an as-needed basis. Currently, students must contact a college counselor to initiate the substitution process. A counselor completes the course substitution paperwork that goes to the appropriate instructional area and the dean of student learning for approval. (2A.115)

However, in May 2004, as a response to funding reductions and low student enrollments, a few agricultural programs, including agriculture business, animal science, equine science, and crop science were discontinued. Although a few students in the agriculture business program transferred to a neighboring college, no students in the other programs were near completion of degrees or certificates. No affected students requested course substitutions. (2A.126)

The May 2004 accreditation self study survey indicates that 40.00 percent of faculty and 45.26 percent of student respondents agree that WHCC makes appropriate arrangements so the students enrolled may complete their education in a timely manner with minimal disruption when eliminating programs; 40.00 percent of faculty and 38.35 percent of student respondents "don't know"; and 20.00 percent of faculty and 16.40 percent of student respondents disagree. Clarification of arrangements for students affected by program eliminations is needed. (2A.39)

Planning Agenda

None

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

Regulations pertaining to public relations, printed materials, and publications for West Hills College Coalinga (WHCC) are defined in board policies. The regulations are also available in the faculty resource guide. The district marketing director is responsible for the release of information on programs and events at the college. All publications of any type (news releases, newsletters, programs of events, fliers, brochures, posters, forms, etc.) must be approved by the district marketing office and the appropriate administrator before being distributed ensuring the integrity of district publications. WHCC complies with the Fair Political Practices Commission's interpretation of Proposition 73. (2A.113, 2A.142)

WHCC mission, vision, and general education philosophy statement; degree offerings; student resources; student fees; names of administrators, faculty and governing board; and other useful information are available in the 2004-2005 catalog, available on the college website, and on compact disc (CD) by request. The catalog is reviewed and updated annually, and an addendum is added at the

end of fall semester. Information is checked for accuracy by the district director of enrollment management, the dean of student learning, and the district dean of learning resources. The catalog is maintained on the WHCC website by the district director of institutional effectiveness, planning and web services. (2A.1, 2A.7, 2A.9, 2A.95)

Course schedules are also maintained on the WHCC website. Course schedules are revised each semester by the dean of student learning in conjunction with the instructional area faculty and posted to the web. The electronic version provides more accurate and timely information regarding course offerings than traditional paper copies. In addition, students obtain real-time registration information through the online registration system. (2A.9, 2A.53, 2A.54, 2A.57)

The college instructional calendar, the final exam schedule, the student handbook, the faculty resource guide, as well as other current information, are also maintained on the WHCC website. The district director of institutional effectiveness, planning and web services, in cooperation with the deans, is responsible for website updates and maintenance. The West Hills Community College District (WHCCD) uses the "Contribute" software program as a tool that enables designated faculty and staff to update appropriate information on the college website as needed. (2A.9, 2A.113, 2A.143, 2A.144, 2A.145)

Program brochures are created by instructional area faculty and reviewed by the dean of student learning and district director of marketing to ensure that the information is accurate, concise, and current. For example, the psychiatric technician program brochure explains the application process, typical job duties, and steps for enhancing success in the program. (2A.127, 2A.130)

WHCCD evaluates its board policies and administrative procedures periodically and revises as necessary. Revisions are first sent to the district council on student learning (DCSL) for review. The DCSL is composed of members from West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL), including representatives from the academic senates, the classified and faculty bargaining units, administrators, and students. The executive administrative assistant to the chancellor oversees the policy revision process, prepares revisions for board review, and ensures publication of the revisions on the district website. (2A.146, 2A.147)

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. (2A.7, 2A.8, 2A.37, 2A.127, 2A.130)

The district director of institutional effectiveness, planning and web services continues to make the website user-friendly and works with each program to ensure that posted information is regularly reviewed and updated, guaranteeing accuracy and accessibility. In 2003, the director implemented a website redesign plan with project clarification; project solutions; project areas; project timelines; phases; and work stages, design layout; and website navigation. Design, construction, content modification, transfer, and testing of the new website occurred from November 2003 through May 2004. The website redesign includes separate websites for each campus in the district. On June 1, 2004, the revised website was launched. The district purchased the LIFT software which checks for accessibility standards and provides solutions to meet those standards as a part of its web design to ensure access to disabled students. (2A.148)

Initial reaction from students, staff, and community members to providing online versions of the admission application and schedule of courses has been mixed. Public comments during the "Values, Voices and Vision" town hall meetings indicated dissatisfaction regarding the lack of an official printed course schedule and catalog. However, students, faculty, and staff have become more familiar and comfortable with the online process over time. In addition, counselors and advisors are available in the student services area to aid students who are encountering difficulties, and a help desk aids students with the online process. The May 2004 accreditation self study survey indicates that 68.84 percent of student, 52.17 percent of faculty and 53.70 percent of staff/administrator respondents agree that the online schedule of courses and catalog are user-friendly; 18.66 percent of student, 23.91 percent of faculty and 20.37 percent of staff/administrator respondents "don't know", and 12.52 percent of student, 23.91 percent of faculty and 25.93 percent of staff/administrator respondents disagree. Students appear more comfortable with the online versions of catalogs and course schedules than faculty and staff. In addition, the number of website "hits" has increased significantly in the last two years, indicating that more students, faculty, and staff are utilizing the website. (2A.2, 2A.7, 2A.39, 2A.149)

In addition, copies of radio and television campaigns, news releases, and future and past events appear on the district website, including video clips of the February 24, 2003 broadcast of "Discovery Channel, The Education Station" featuring West Hills College, and information on the psychiatric technician program. (2A.150, 2A.151)

Other publications such as direct mailings and newspaper advertisements are regularly presented to the community. The Dialogue, A West Hills College Quarterly, keeps the community informed regarding special events and programs in which WHCC participates including partnerships with external agencies (i.e. California Department of Mental Health), featured guests (i.e. Farm labor leader Dolores Huerta), student stories (i.e. Juan Madrigal, Yaro Gomez), programs that

offer career opportunities (i.e. Administration of Justice, Farm of the Future), alumni of the year (i.e. Rhonda and Imo Alo), major construction projects (i.e. Learning Resource Center/Rodney B. Fitch Library remodel), outstanding faculty (i.e. Football Coach), outstanding employees (i.e. Jill Stearns, April Chavarria), special programs (i.e. International Students, Central American Teachers), special marketing (i.e. Discovery Channel), community supporters (i.e. Ted Frame), and special awards (i.e. MetLife Foundation Community College Excellence Award). It is mailed to residences within the district's service area. In addition, the Kaleidoscope, the district-wide literary magazine, presents student, faculty, and staff literary works to the community. (2A.152, 2A.153)

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 responsibility, 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 the program area surrounding it 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. Academic freedom and responsibility policies are also available in the faculty resource guide, including a statement of professional ethics, which was adopted from the American Association of University Professors. (2A.113, 2A.154)

Self Evaluation

West Hills College Coalinga meets the standard. WHCC expectations regarding academic freedom and responsibility are detailed in board policy and the faculty resource guide. 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. (2A.113, 2A.154)

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 (WHCC) are by virtue of board policies ensured certain rights and privileges, and at the same time, assume certain responsibilities and standards of personal conduct. 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 520, and consequences are covered in Administrative Procedures 5500 and 5520. (2A.155, 2A.156, 2A.157)

Self-Evaluation

West Hills College Coalinga meets the standard. The college publishes in its board policies, faculty resource guide, catalog, and student handbook clear expectations concerning student academic honesty and the consequences for dishonesty. Penalties for plagiarism and other forms of cheating can 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 is provided to students on the first day of class. In addition, most faculty discuss the issue during the first class session; this is particularly important as the meaning of plagiarism may not be clear to many students. In particular, faculty report that students do not understand that close paraphrasing and copying paragraphs constitutes an act of plagiarism if citations are not included. (2A.7, 2A.113, 2A.145, 2A.155)

Faculty have reported to the dean of student learning that cheating and plagiarism opportunities have increased significantly with the advent of the internet and text-messaging on cell phones. In addition, a number of cheating incidents have occurred in the online environment. The distance learning staff are taking steps to decrease these incidents. There is an established board policy on acceptable use of electronic documents, and an academic honesty statement is now included in the WHCC 2004-2005 catalog as well as the student code of conduct. In previous catalogs only the code of conduct was included. Beginning with spring 2005 online registration, the district West Hills Customer Information Services Team (WHCIST) agreed to add a "pop-up" agreement for

students to check so that a record of students' acknowledgement of the academic dishonesty policy is maintained. The dean of student learning maintains an active file of instructor-generated reports of student academic dishonesty. (2A.7, 2A.158, 2A.159, 2A.160)

Planning Agenda

None.

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

West Hills College Coalinga (WHCC), 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 (WHCC) does not offer curricula in foreign locations.

Standard IIA Documentation References

- 2A.1 Mission Statement
- 2A.2 "Voices, Values and Vision" Document
- 2A.3 Program Review Documents - Samples
- 2A.4 Psychiatric Technician/Farm of the Future Advisory Committee Minutes – Samples
- 2A.5 WHCC Educational Goals Chart
- 2A.6 WHCC Enrollment Trends Chart
- 2A.7 College Catalog
- 2A.8 College Catalog Mid-Year Addendum
- 2A.9 WHCC Website (www.westhillcollege.com/Coalinga)
- 2A.10 WHCC Ethnic Trends Chart
- 2A.11 District Instructional Operations Manager Job Description
- 2A.12 District Director of Institutional Effectiveness, Planning and Web Services Job Description
- 2A.13 Dean of Student Learning Job Description
- 2A.14 Educational Master Plan for the Farm of the Future
- 2A.15 Fork-Lift Training Flyer
- 2A.16 Articulation Agreements
- 2A.17 ASSIST (www.assist.org)
- 2A.18 Basic Skills English/Math Assessment Tests – Samples
- 2A.19 EOPS Brochure
- 2A.20 DSPS Brochure
- 2A.21 CAMP Brochure
- 2A.22 Mini-Corps Brochure
- 2A.23 Library/Learning Resource Center (L/LRC) Tutorial Lab Schedule
- 2A.24 Datatel Faculty Load Reports – Samples
- 2A.25 Datatel Section Availability Reports – Samples
- 2A.26 Datatel Enrollment Statistics Reports – Samples
- 2A.27 WSCH/FTES/FTEF Reports – Samples
- 2A.28 Faculty Productivity Reports – Samples
- 2A.29 Closed/Cancelled Sections Reports – Samples
- 2A.30 District Director of Enrollment Management Job Description
- 2A.31 Grade Distribution Reports – Samples
- 2A.32 WHCC Demographic Report
- 2A.33 WHCC Age Trends Chart
- 2A.34 WHCC Gender Trends Chart
- 2A.35 WHCC FTES by Discipline Chart
- 2A.36 WHCC Success by Instructional Method Chart
- 2A.37 Strategic Plan
- 2A.38 Educational Master Plan
- 2A.39 May 2004 Accreditation Self Study Survey
- 2A.40 Instructional Services Council (ISC) Handbook

- 2A.41 Student Services Council (SSC) Handbook
- 2A.42 Learning Resources Council (LRC) Handbook
- 2A.43 Learning Centers/Instructional Areas – List of Faculty
- 2A.44 West Hills Community College District Enrollment Report
- 2A.45 West Hills Community College Institutional Self Study (12-9-98)
- 2A.46 Course Schedules – Samples
- 2A.47 Farm of the Future Advisory Committee Meeting Minutes (8-2-04)
- 2A.48 California Community Colleges Chancellor’s Office Website
(www.cccco.edu)
- 2A.49 Bridge Program Binder
- 2A.50 Athletic Learning Community Information
- 2A.51 Marlon Hall – Presentation at NISOC on Athletic Learning Community
- 2A.52 USDA CREES Grant – Agriculture Learning Community
- 2A.53 Summer/Fall 2004 Course Schedule
- 2A.54 Spring 2005 Course Schedule
- 2A.55 U.S. Census Bureau (www.census.gov)
- 2A.56 Van Transportation Schedule
- 2A.57 Course Schedule Spreadsheets – Samples
- 2A.58 District Instructional Operations Manager Job Description
- 2A.59 Board Meeting Minutes (5-25-04)
- 2A.60 Research Reports Requested
- 2A.61 WHCC Basic Skills Success Rates Chart
- 2A.62 UC/CSU Transfer Rates Chart
- 2A.63 Classroom Technology Standard
- 2A.64 Web-Enhanced Courses
- 2A.65 Blackboard Contract
- 2A.66 District Distance Educational Technology Specialist Job Description
- 2A.67 District Distance Learning Coordinator Job Description
- 2A.68 Technology Training Flyers
- 2A.69 Library/Learning Resources Center (L/LRC) Floor Plan
- 2A.70 College Consultation Council (CCC) Handbook
- 2A.71 Email from Beverly Smith to Susan Kincade (5-7-04)
- 2A.72 Email from Susan Kincade to the Chancellor and Presidents (10-12-04)
- 2A.73 Online Course Retention Data
- 2A.74 District Help Desk Coordinator Job Description
- 2A.75 Curriculum/General Education Committee Handbook
- 2A.76 Student Learning Outcomes Workshop Agendas/Materials
- 2A.77 WHCC Curriculum/General Education Meeting Minutes (9-3-04)
- 2A.78 WHCC Curriculum/General Education Meeting Minutes (10-1-04)
- 2A.79 PSYCH 5: Biological Psychology Curriculum Forms
- 2A.80 Open Entry/Open Exit (OE/OE) Drop/Retention Rates
- 2A.81 Email from Tom Winters to Beverly Smith (10-13-04)
- 2A.82 District Curriculum Coordinating Committee Meeting Minutes - Samples
- 2A.83 DSPS Resources for Faculty

- 2A.84 Curriculum 5-Year Revision Tracking Sheets
- 2A.85 Course Outlines with Student Learning Outcomes – Samples
- 2A.86 Scott Corbett Presentation – Flex Day 2003
- 2A.87 Course Syllabi with Student Learning Outcomes – Samples
- 2A.88 Letter from Beverly Smith to Faculty Regarding SLO Implementation
- 2A.89 English Student Learning Outcomes/Rubrics
- 2A.90 Psychology Student Learning Outcomes
- 2A.91 Student Learning Outcomes – Samples
- 2A.92 Degree-Level Student Learning Outcomes Workshop Agenda/Materials
- 2A.93 WHCC College Council Organizational Chart
- 2A.94 Facilities Development Council (FDC) Handbook
- 2A.95 Vision Statement
- 2A.96 Board Meeting Minutes – Approval of New Curriculum/General Education Structure
- 2A.97 WHCC Curriculum Forms – Samples
- 2A.98 Instructional Program Review Handbook
- 2A.99 Board Meeting Minutes (7-20-04)
- 2A.100 Curriculum/General Education Committee Meeting Minutes (2003-2004) – Samples
- 2A.101 WHCC Curriculum/General Education Committee Meeting Minutes (2004-2005) – Samples
- 2A.102 Curriculum Action Reports – Samples
- 2A.103 Articulation Agreements
- 2A.104 Psychiatric Technician Curriculum Forms
- 2A.105 Nurse Assistant Program Curriculum Forms
- 2A.106 Psychiatric Technician/Nurse Assistant Program Pass Rate Statistics
- 2A.107 Minimum Qualification Requirements (MQR) for Faculty and Administrators in California Community Colleges
- 2A.108 Faculty Association Contract
- 2A.109 Full-time Non-Tenured Evaluation Forms
- 2A.110 Full-time Tenured Evaluation Forms
- 2A.111 Student Evaluation Form
- 2A.112 Faculty Teaching Demonstrations – Samples
- 2A.113 Faculty Resource Guide
- 2A.114 Faculty Course Schedule Requests – Samples
- 2A.115 Course Substitution Form
- 2A.116 Advertisements for Adjunct Instructors
- 2A.117 WHCC Service Area: Statistics from District Grant’s Office
- 2A.118 WHCC Unit Load Report
- 2A.119 Coalinga Record (5-16-04)
- 2A.120 Psychiatric Technician/Coalinga State Hospital Information
- 2A.121 ISC Meeting Minutes – Samples
- 2A.122 Student Learning Outcomes – Grading Rubrics
- 2A.123 Psychiatric Technician Program Revised Curriculum

- 2A.124 Science "Collaboratory" Information
- 2A.125 Curriculum/General Education Committee Meeting Minutes – Information Competency
- 2A.126 Spring 2004 Curriculum Action Report
- 2A.127 International Student Brochure
- 2A.128 Email from Daniel Tamayo to Beverly Smith – International Students (9-02-04)
- 2A.129 Email from Daniel Tamayo to Beverly Smith – MEChA (9-2-04)
- 2A.130 Instructional Program Brochures – Samples
- 2A.131 Psychiatric Technician Program Employment Statistics
- 2A.132 2004-2005 VTEA Plan
- 2A.133 Board Policy 4270 - Review of Occupational Programs
- 2A.134 Petition to Challenge Form
- 2A.135 Tech Prep Meeting Agendas/Minutes – Samples
- 2A.136 2 + 2 Articulation Agreements
- 2A.137 IMPAC Website (www.cal-impac.org)
- 2A.138 CVHEC Transfer Associate Degree Requirements
- 2A.139 CVHEC Academic Senate Resolution (October 2004)
- 2A.140 Curriculum/General Education Committee Meeting Minutes (12-10-04)
- 2A.141 Transfer Success Statistics – Transfer Capacity and Readiness in the California Community Colleges: A Progress Report to the Legislature
- 2A.142 Board Policy 905 – News Media Relations
- 2A.143 2004-2005 Instructional Calendar
- 2A.144 Final Exam Schedules – Samples
- 2A.145 Student Handbook
- 2A.146 District Council on Student Learning Meeting Minutes – Samples
- 2A.147 West Hills Community College District Website (www.westhillscollge.com)
- 2A.148 Website Redesign Information
- 2A.149 Website "Hits" Chart
- 2A.150 News Releases
- 2A.151 Video Clips – WHCCD Website (www.westhillscollge.com)
- 2A.152 Dialog: A West Hills College Quarterly – Samples
- 2A.153 Kaleidoscope – Literary Magazine – Samples
- 2A.154 Board Policy 313 – Academic Freedom
- 2A.155 Board Policy 520 – Student Discipline
- 2A.156 Administrative Procedure 5500
- 2A.157 Administrative Procedure 5520
- 2A.158 WHCIST Meeting Minutes/Stearns Email
- 2A.159 Email from Susan Kincade regarding Online Cheating (10-13-04)
- 2A.160 Board Policy 713 – Acceptable Use of Electronic Resources

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 measure 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

The student support services offered at West Hills College Coalinga (WHCC) as listed in the 2004-2005 catalog relate directly to the college mission and demonstrate the institution's commitment to providing student-centered learning opportunities for its diverse population. Administrators, faculty, staff, and students engage in ongoing dialogue to evaluate, plan, and improve programs designed to address the diversity, cultural, and educational needs of the WHCC population. During the 2002-2003 and the 2003-2004 academic years, the president of WHCC held a series of community and campus "Voices, Values and Vision" town hall meetings to discuss the needs. The recommendations from the community and staff-based dialogue resulted in the creation of the college's strategic plan. (2B.1, 2B.2, 2B.3, 3B.4)

The institution assures the quality of student support services and demonstrates that the services enhance achievement of the mission of the institution through the program review process, regardless of location or means of delivery, support student learning outcomes. As indicated in guiding principle 4 in the strategic plan, the institution is committed to measuring "the quality of organizational service and student success through regular and systematic evaluation processes." Each program in the student support area is on a four-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 Consultation Council (CCC) in order to improve services. Additionally, all state- and federally-funded special student support service programs submit required regular progress and end-of-the-year reports to the appropriate state and/or federal office. (2B.2, 2B.4, 2B.5, 2B.6, 2B.7, 2B.8)

WHCC provides special student support services that reflect the diversity of its student population, such as Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Student Support Services (SSS, formerly known as One Step Beyond), Cal WORKS, College Assistance Migrant Program (CAMP), All Youth One Stop (AYOS), and Upward Bound (UB). The programs represent the diversity of services offered to students in direct support of the college's mission. (2B.1, 2B.2, 2B.9, 2B.10, 2B.11, 2B.13, 2B.14, 2B.15, 2B.16, 2B.17, 2B.18, 2B.19, 2B.20, 2B.21)

Self-Evaluation

West Hills College Coalinga partially meets the standard. The college ensures the quality of student development and support services through its commitment to the program review process. The May 2004 accreditation self study survey indicates that 42.59 percent of staff/administrator and 36.96 percent of faculty respondents agree that student support services are evaluated to assure their adequacy in meeting identified student needs and contribute to achievement of student learning outcomes; 44.44 percent of staff/administrator and 54.35 percent of faculty respondents "don't know", and 12.96 percent of staff/administrator and 8.70 percent of faculty respondents disagree. However, the college does not yet have a method of including the data collected into the planning process. Therefore, the college is unable to provide empirical data to verify the validity of the evaluation or improvement of its student programs and services. In June 2004, a district director of institutional effectiveness, planning and web services was hired to implement the needed research function at WHCC and has been furnished with a list of necessary research data and reports for effective decision-making. (2B.22, 2B.23, 2B.24, 2B.25)

Although WHCC has not collected internal data on student support services, college programs have been reviewed by external evaluators, who have spent two to three days on campus speaking with staff members. In 2002, the college was one of two nationwide recipients of the first Met Life award for community college excellence. In 2004, the Campus Compact organization (www.compact.org) honored West Hills with a visit and will feature the college in a monograph of best practices of civic engagement at minority-serving institutions that will be published in 2005. (2B.26, 2B.27)

In 1998, in addition to other special student support services, West Hills Community College District (WHCCD) became a designated Hispanic Serving Institution (HSI), recognized by the Hispanic Association of Colleges and Universities (HACU), which serves as an advocate in Washington, D.C. As an HSI with a Hispanic enrollment of 57.6 percent, the college has access to federal appropriations such as Title 5 grants. In 2001, the college became one of two community colleges in the nation to be awarded a College Assistance Migrant Program (CAMP) grant. The grant provides academic and support services, as

well as financial assistance, to eligible migrant students, who are admitted and enrolled on a full-time basis within the freshman academic year. In 2003, the state of California designated WHCC to implement a Mini-Corps program. The program is designed to assist college students in the liberal studies program by providing classroom experience. The students in this program provide direct instructional services to elementary school children who are most at risk and who have the most need. The May 2004 accreditation self study survey indicates that 60.20 percent of the student and 67.93 percent of staff/administrator respondents agree that special service programs (i.e. DSPS, EOPS, CAMP, etc.) meet the needs of the college's diverse population; 33.75 percent of student and 22.65 percent of staff/administrator respondents "don't know"; only 6.06 percent of student and 9.44 percent of staff/administrator respondents disagree. WHCC needs to advertise its special support programs more effectively. (2B.22, 2B.28, 2B.29, 2B.30)

WHCC offers students an athletic program with eight intercollegiate sports: men's football; men's basketball; men's baseball; women's volleyball; women's softball; women's tennis; and men's and women's rodeo. In May 2004, the Central Valley Conference conducted an athletic program review. The evaluation team commended the WHCC athletic director, coaches, and support staff for a high level of involvement in the community. (2B.31)

To further improve the quality of student services and ensure it supports student learning and enhances achievement of the college mission, WHCC has made a major change in its administrative organizational structure. Previously, instructional and student services operated as separate units with a dean of educational services, two associate deans of educational services, and one dean of students. In order to improve student learning, in July 2004, the board of trustees approved the adoption of an administrative student learning model for WHCC, which includes a dean of student learning and three associate deans of student learning. All deans share responsibility for both instructional and student services and participate on several committees where extensive dialogue occurs to affirm guiding principle 5 of the strategic plan, "Because we believe the students are at the center of our work, we shall continue to strive to become a learner-centered, learning outcomes institution that empowers students to learn." Student learning and success will be placed at the nucleus of all decision-making. (2B.2, 2B.32, 2B.33)

Planning Agenda

- The Student Services Council (SSC) will collaborate with the District director of institutional effectiveness, planning and web services to implement the inclusion of research data and analysis in the student support services program review process.

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 (s), 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

West Hills College Coalinga (WHCC) is identified in its catalog as a public two-year community college accredited by the Association of Community Colleges and Junior Colleges (ACCJC) Western Association of Schools and Colleges (WASC). The college revises its catalog annually and is committed to providing precise, accurate, and current information to its constituents. Accurate information regarding the college's educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom; financial aid; learning resources; names and degrees of administrators and faculty; and names of governing board members is detailed. (2B.1, 2B.2)

Requirements regarding admissions, financial obligations, and transfer, as well as major policies regarding academic regulations, nondiscrimination, transfer credits, grievance procedures, academic honesty, sexual harassment, and refund of fees are also described. The WHCC catalog is reviewed, evaluated, and updated annually with an addendum published at the end of fall semester to ensure the integrity of the college's representation to its stakeholders. The

catalog is available on the WHCC website and on compact disc (CD) upon request. (2B.1, 2B.34)

Self-Evaluation

West Hills College Coalinga meets the standard. It provides a catalog for its constituencies with precise, accurate, and current information. The May 2004 accreditation self study survey indicates that 69.77 percent of student respondents agree that WHCC through its catalog and course schedule provides current and correction information in order for students to complete their education plans; 18.00 percent of student respondents stated "don't know"; and 12.24 percent disagree. In addition, 69.65 percent of student respondents agree that WHCC provides students with current and accurate information about its programs, admission policy, refund policy, student conduct standards, financial aid, and complaint/grievance procedures; 20.03 percent stated "don't know", and 12.34 percent disagree. (2B.1, 2B.22)

The catalog is available on the WHCC website. The main responsibility for the catalog belongs to the dean of student learning who reviews, evaluates, and revises it each year for accuracy and currency in consultation with instructional and student services staff, as well as the articulation officer. The catalog is updated on the website through the use of the "Contribute" software program by the district instructional operations manager; the website is maintained by the district director of institutional effectiveness, planning and web services. Updating includes adding any course and/or program changes approved by the curriculum/general education committee during the previous year. The district director of institutional effectiveness, planning and web services has redesigned and improved the catalog formatting on the website to make it more user-friendly. Students are able to print either a single page or the entire document as desired. Because transfer requirements change frequently, the catalog directs students to access the articulation system stimulating inter-institutional student transfer (ASSIST) website for the most current information. (2B.1, 2B.23, 2B.34, 2B.35, 2B.36, 2B.37)

Although some dissatisfaction was expressed during the "Values, Voices, and Vision" town hall dialogues regarding the discontinuance of a printed catalog, only 23.91 percent of faculty and 25.93 percent of staff/administrator respondents to the May 2004 accreditation self study survey disagree that the online schedule of classes and catalog are user-friendly. Even fewer student respondents (12.52%) disagree. In addition, 52.17 percent of faculty, 53.70 percent of staff/administrator, and 68.84 percent of student respondents agree that the schedule and catalog are user-friendly, while 23.91 percent of faculty, 25.93 percent of staff/administrator, and 18.66 percent of student respondents "don't know". The online course schedule and catalog appear to be more

problematic for staff and faculty who it less friendly than students did. (2B.1, 2B.3, 2B.22)

The state-mandated matriculation plan requires that WHCC provide services, information, and staff for students. The process 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. The 2004-2005 catalog provides the student information, including topics such as attendance, student study-load regulations, remediation coursework limit policy, credit/no credit classes, adding/dropping a class, class cancellations, financial aid, grading standards, academic honesty, prerequisites/corequisite policy, limitation on enrollment, course repetition, community service option, honors, code of conduct, progress probation, progress dismissal, college withdrawal, graduation, and academic renewal policy and procedures. (2B.1, 2B.34)

Planning Agenda

None.

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

The strategic plan states that West Hills College Coalinga (WHCC), characterized as a comprehensive college, 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 activities, such as outreach presentations; admissions processes; assessment tests; new student orientations; individual and group counseling and advising sessions; classroom presentations and student forums; satisfaction surveys; and financial aid presentations to meet student needs. All student support programs undergo regularly scheduled program review to ensure that the college evaluates and improves its student learning support needs, regardless of service location or delivery method. (2B.4, 2B.6, 2B.38)

WHCC provides a variety of traditional student services including:

- **Admissions and Records:** Admission and record functions are coordinated by the district director of enrollment management, who provides direction to the student services office manager regarding admissions, registration, records, transcripts, and grades. A full-time district admissions assistant is stationed on the Coalinga campus. The NDC office manager is responsible for these functions at the center in Firebaugh. Two student services assistants, one of whom is bilingual, aid with admission and records functions as well. (2B.34, 2B.39)
- **Counseling and Advising:** Counselors and advising specialists 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 semester and other “peak times” all semester. Counseling and advising is available through the “Ask a Counselor” link on the college website. Counselors regularly visit the classroom to inform students about student support services that are provided every semester. Student orientations are also provided each semester on campus. 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. One full-time counselor is located at the Coalinga campus and one full-time counselor at NDC. In addition, three part-time categorically-funded counselors and three full-time advising specialists serve the special student support programs in Coalinga, and two categorically-funded full-time advisors serve NDC. (2B.34, 2B.40, 2B.41, 2B.42)
- **Financial Aid:** Financial aid functions are coordinated by the district director of financial aid, who provides direction to the college financial aid coordinator. 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 at the Coalinga campus include one full-time financial aid coordinator, two full-time financial aid assistants, and one full-time work-study coordinator. Two part-time financial aid assistants are responsible for these functions at NDC. (2B.43, 2B.44, 2B.45, 2B.46)

WHCC serves a diverse group of non-traditional, economically disadvantaged, first-generation college, and English second-language students, who potentially have a great need for information to facilitate the student’s progress. The college also provides a number of special student support services to meet this need, 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. The DSPS program also maintains a high technology computer lab with several assistive technology programs such as Kurzweil, Zoom-text, Jaws screen reading enlargement, and text/write. A part-time director, one part-time counselor, and one part-time advising specialist provide specialized tutoring and counseling for the DSPS program at the Coalinga campus. In addition, a full-time faculty member provides content support courses and assessment services at both the Coalinga campus and NDC. A district high technology/access specialist provides technological assistance for all campus sites. (2B.9, 2B.47, 2B.48, 2B.49)
- **Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE):** EOPS/CARE offer additional support services for educationally or economically disadvantaged students in the form of tuition grants, book vouchers, tutoring, counseling and advising, group orientation, and career and transfer advisement. The primary goal is to provide high-quality retention services above and beyond regular college services. A part-time director, one part-time counselor, and one part-time advising specialist provide services to EOPS students at the Coalinga campus and a full-time advising specialist provides services to EOPS at NDC. (2B.10, 2B.17, 2B.21, 2B.49, 2B.50)
- **Cal WORKS:** Cal WORKS is a welfare-to-work program designed to help individuals on public assistance become self-sufficient. Two part-time counselors and a part-time advising specialist, partially funded by Cal WORKS, assist students and coordinate services with the welfare department. (2B.11)
- **Federal TRIO Program:** Upward Bound (UB) and Student Support Services (SSS-formerly One Step Beyond) are part of the federal TRIO program, which are funded through a grant from the U.S. Department of Education to serve low-income, first-generation college students, and students with disabilities. A part-time counselor, a full-time advising specialist, and a part-time advising specialist provide services in Coalinga. (2B.12, 2B.18, 2B.19, 2B.20)
- **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 within the first academic year. Students participating in the program learn strategies to better cope with lifestyle changes, adjustments, and personal situations

that can impair educational achievement within migrant families. Staff includes a director, a part-time counselor, a full-time advising specialist, two part-time advising specialists, and a program development assistant. (2B.13, 2B.16, 2B.30)

- All-Youth One Stop (AYOP): AYOP, sponsored by the Fresno County Workforce Investment Board, assists economically disadvantaged youth (ages 14-21 years) to improve educational achievement; prepare for, and succeed in, employment opportunities; support and guide successful growth; offer leadership development opportunities; and assist income-eligible youth to overcome barriers to successful living. (2B.14, 2B.51)
- Mini-Corps: In fall 2003, WHCC was designated as a site to facilitate the implementation of a Mini-Corps program. The program identifies and assists college students in the liberal studies program in providing classroom experience. The students in the program provide direct instructional services to migrant children who are most at risk and who have the most need. Another objective of the program is to increase the number of bilingual, professional educators for the state of California who are sensitive to the needs of migrant children and families. Mini-Corps allocates tutors based on the performance report from the California Department of Education. (2B.29)
- Bridge Program: In fall 2000, WHCCD received a Title V grant, which supported the development of a bridge program between instructional and student services. Faculty developed learning communities, which are clusters of classes and services that are linked so that subject matter and assignments are shared, for students. Students and faculty work closely together to provide students with more in-class support. Counseling and tutoring services are provided as well to students enrolled in learning community classes. The Central Valley Conference athletic program review evaluation report commended WHCC for its effective use of learning communities for athletes who need help with basic skills. (2B.31, 2B.52)
- 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 care for 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 developmental rate. WHCC has centers in Coalinga, Firebaugh, Avenal, and San Joaquin. (2B.54)

Self-Evaluation

West Hills College Coalinga partially meets the standard. The college makes a concerted effort to provide equitable access to all students. The May 2004 accreditation self study survey indicates that 82.24 percent of student respondents agree that WHCC is accessible to all students; 12.05 percent "don't know", and 5.72 percent disagree. (2B.22)

Student support services are available to students during regular work hours at Coalinga and NDC and in the evenings during the first two weeks of the fall semester. In addition, limited student support services are available at NDC during the evenings throughout the semester. NDC serves approximately 500 students and is open from 7:30 a.m. to 10:00 p.m. Frequently, only one staff member per student support service is assigned to NDC. As enrollment has continued to expand at NDC, in spring 2004, a major organizational change involving work schedules was implemented to improve student support during the hours in which it is most needed. The organizational change involved closing the center on Fridays and flexing employees' schedules to cover a greater number of hours Monday through Thursday, thus maximizing student contact. (2B.54)

However, due to budget constraints imposed by the state fiscal crisis, the necessary resources to provide equitable access to all student support systems are lacking. Despite the organizational change at NDC to improve equitable student access to student support services, staff is unable to effectively provide enough access, including library and learning resource materials, to currently enrolled students. Although the May 2004 accreditation self study survey indicates that 56.39 percent of student, 46.67 percent of faculty and 64.81 percent of staff/administrator respondents agree that student support services are appropriate and comprehensive given the needs of the diverse student population, 10.41 percent of student, 15.56 percent of faculty, and 18.52 percent of staff/administrator respondents disagree. A large percentage of respondents (33.21 percent of students, 37.78 percent of faculty and 16.67 percent of administrators/staff) "don't know", indicating a lack of awareness regarding the programs. (2B.22)

In fact, responses on many questions on the May 2004 accreditation self study survey indicate that many students, faculty, staff and administrators at WHCC are unaware of existing student support services. The fact that low percentages of respondents agree that WHCC provides sufficient student support services appears to be negated by the large numbers of respondents who answered "don't know" to these questions. For example, 26.18 percent of student respondents "don't know" whether WHCC provides sufficient human, financial, and physical (including technological) resources to support its educational programs; 18.49 percent "don't know" whether the college provides sufficient

and appropriate counseling and advising services to meet the needs of students; and 33.75 percent "don't know" whether special service programs (i.e. DSPS, EOPS, CAMP, etc.) meet the needs of the college's diverse population. The "don't know" pattern continued for the majority of answers to questions asked on the May 2004 accreditation self study survey regarding student support services. The lack of awareness by WHCC's students, faculty, administrators, and staff regarding student support programs needs to be addressed. The Students Services Council (SSC), the Instructional Services Council (ISC), and the College Consultation Council (CCC0 will develop a plan to heighten awareness of students, faculty, staff, and administrators regarding the plethora of student support services offered by WHCC. (2B.5, 2B.7, 2B.22, 2B.55)

WHCC serves approximately 2,000 students with student support services during the day. Consistent staff and services for evening students are limited. In addition, the Coalinga campus lost classified staff members due to recent budget restraints and consequent lay-off of staff. In order to compensate for the loss, program staff members have been cross-trained to assist with registration functions and cashiering services. Categorically-funded program staff members have also been trained to provide customer support at the student services reception desk. In addition, student workers and work-study students have been invaluable in assisting new students with completing the online application and registration for classes. The effort has helped especially during peak registration periods. The transfer and career center services are provided by counselors and advisors who provide these services through counseling sessions, orientations, and workshops held during fall and spring semesters. In spite of an apparent lack of knowledge regarding instructional and student services offered by the WHCC, the May 2004 accreditation self study survey indicates that 74.54 percent of student respondents agree that they are satisfied with their overall college experience; 12.68 percent "don't know", and 12.80 percent disagree. (2B.22)

WHCC provides continuous support services to new and prospective students. The college has a variety of outreach activities (including a fall and spring "Open House"), and maintains a regular schedule of visits to feeder high schools, both in the Coalinga and NDC areas. In addition, counselors, advisors, and student services personnel provide assistance in navigating through the admission process either at local high school sites or on campus. Assessment testing is provided every semester. The schedule of placement testing is guided by the registration dates set by the district director of enrollment management. WHCC uses the College Test for English Placement (CTEP) and the Math Diagnostic Testing Project (MDTP) approved by the state chancellor's office for use through 2006. In fall 2004, a computer-based version of the paper-and-pencil assessment test was implemented throughout the district. (2B.56, 2B.57, 2B.58, 2B.59)

New student orientations are conducted each fall semester on campus to provide pertinent information to incoming students. During a PowerPoint presentation, students are given an overview of information in the college catalog; available programs; required courses to meet educational goals; and steps and procedures for registering for classes. (2B.60, 2B.61, 2B.62, 2B.63)

At the present time, the admission application is only available online and in English. WHCCD entered into a partnership with other California community colleges to offer the admission application online through XAP.com. XAP was contracted to develop a "generic" application that would satisfy reporting requirements to the state chancellor's office for the community college consortium members. However, WHCCD has been an advocate at the state chancellor's office to have the current state-wide community college application translated into Spanish. The college will make a commitment to adopt any admission application sanctioned by the state chancellor's office and offer the support staff to help students complete applications. Bilingual staff members are available at the Coalinga campus and NDC to assist the increasing numbers of Spanish-speaking students who enroll at WHCC. In addition, WHCC is translating more documents into Spanish to improve its service to its Hispanic population. (2B.34, 2B.64, 2B.65)

Access to support services has improved with increased use of technology. The college's admission application is available online, which allows for instant admission capability and has reduced time spent by student support staff processing paper applications. Students can apply, view the course schedule, the college catalog, and register from any location with internet access, allowing for 24-hour access without constraints on time or location. The May 2004 accreditation self study survey indicates that 64.06 percent of student respondents agree that incoming students are given sufficient information on the college website to adequately prepare for admission, assessment testing and related placement policies; 25.31 percent "don't know", and 10.64 percent disagree. (2B.22, 2B.34)

In May 2001, WHCC implemented "Ask a Counselor" for students to contact a counselor with admission and academic questions through the college website. Use of this link is increasing (417.8% increase from 2001-2004), suggesting that the service meets the needs of many students. In addition, student email accounts are created when a prospective student submits the electronic application and is accepted for admission and remains active during the student's enrollment at WHCC. (2B.22, 2B.42, 2B.66)

However, the May 2004 accreditation survey indicates that student support online services may not be adequate to meet the needs of all students. Only 50.99 percent of student, 35.19 percent of staff/administrator, and 36.96 percent

of faculty respondents agree that student support services are accessible for online students while 7.76 percent of student, 18.52 percent of staff/administrator, and 10.87 percent of faculty respondents disagree. A large number of student (41.26%), staff/administrator (46.30%) and faculty (52.17%) respondents “don’t know” about the accessibility of online student support services. The counselors, Students Services Council (SSC), and Instructional Services Council (ISC) will discuss ways in which to heighten student, staff, administrator, and faculty awareness regarding these services. (2B.5, 2B.22, 2B.55)

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 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 WHCC.

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

As stated in its strategic plan, “By its nature the success of West Hills College Coalinga as an institution based upon successful learner outcomes depends upon the quality of our learners, faculty, support personnel and administration. Therefore, we value people and commit to providing a learning/working environment that optimizes the potential of those people.” The college recognizes that a valuable college experience often occurs outside the classroom learning environment. Consequently, the institution supports a variety of student learning activities and programs. WHCC is committed to providing students with the tools necessary to become effective leaders and managers in the classroom and community. (2B.4)

WHCC and NDC support several co-curricular programs that foster personal and civic responsibility, as well as promoting intellectual, aesthetic, and personal development. The student activities office and the associated student body (ASB) provide opportunities for students to participate in many aspects of campus life, including having a voice in college decision-making. Students can serve on a variety of committees, including the board of trustees, College Consultation Council (CCC), Instructional Services Council (ISC), Student Services

Council (SSC), Facilities Development Council (FDC), Learning Resources Council (LRC), curriculum/general education committee, and student grievance committees. (2B.22, 2B.77)

In addition, students can participate in student government, peer advising, honor societies, student ambassadors, athletics, campus clubs, tutoring, cultural events, lecture and/or film series, and social activities. (2B.69, 2B.70, 2B.71, 2B.72, 2B.73)

Self-Evaluation

West Hills College Coalinga meets the standard. The college provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students. At the beginning of each semester, the director of student activities sponsors a "Welcome Week" with student services clubs and faculty providing information booths and lunch throughout the week. During the academic year, the ASB and student clubs sponsor dances in the student center; organize a week of homecoming activities including the half-time crowning of the "King and Queen"; plan pep rallies before each football game; recognize significant cultural anniversaries such as September 11, Martin Luther King's birthday, Disability Awareness Month, Cancer Prevention Month, Black History Month, Cinco de Mayo, and Mexican Independence Day. The director of residential living also has seminars and workshops in both the men's and women's residence halls to encourage the feeling of "community" and provide an opportunity to embrace each other's differences. The Student Support Services Club (formerly One Step Beyond) has organized family picnics and cultural awareness activities for students who attend WHCC. The WHCC football team visits residents in the Ralph Neate Center (skilled nursing facility), special education classes at the high school, preschools, and the Coalinga Youth Football Teams. In addition, WHCC supports a blood drive in October. (2B.69, 2B.70, 2B.74, 2B.75, 2B.76)

The May 2004 accreditation self study survey indicates that 58.02 percent of student and 57.41 percent of staff/administrator respondents agree that WHCC provides adequate opportunities to enhance student life and learning through programs, clubs and organization; 30.32 percent of student and 22.23 percent of staff respondents "don't know"; and 11.68 percent of student and 20.38 percent of staff respondents disagree. The average age of a WHCC student in fall 2004 is 26 (16.1% decrease since fall 2001); the majority of students are Hispanic (59.5%-has not changed); and 34 percent (11.4% decrease since 1998) are male and 66 percent (11.4% increase since 1998) are female. This age and ethnic group traditionally spend considerable time outside of college on other responsibilities like work, marriage or relationships, and taking care of children, which may account for some lack of awareness or participation in college-sponsored activities. (2B.4, 2B.52, 2B.55)

The Associated Student Body (ASB) is made up of elected and appointed student officers and serves as the "voice" of the students to the board of trustees, the college administration, classified staff, and faculty. The ASB works to evaluate and improve the relationship between the student and the college through open communications with the student population and college staff; representation on college committees; and activities designed to enhance the college learning experience. Some events are co-sponsored with other clubs or organizations at WHCC. (2B.52, 2B.72, 2B.73)

Another student organization that provides an environment that encourages personal and civic responsibility is Students in Free Enterprise (SIFE). SIFE is a nonprofit organization that works in partnership with business and higher education to provide students the opportunity to make a difference and to develop leadership, teamwork, and community skills through learning, practicing and teaching the principles of free enterprise. SIFE encourages students to apply what is learned in the classroom to real-life situations, using the student's knowledge to make life better in local communities. In April 2004, WHCC SIFE students were honored by judges with "2004 Rookie of the Year" and second runner-up honors at a regional competition against other SIFE teams. (2B.78, 2B.79)

All the college's intercollegiate sports participants are encouraged and invited by coaches, counselors, faculty, and staff to participate in campus activities that provide an opportunity to become a well-rounded student. In 1998, the counselors developed an informal "ambassador" program designating students who are enrolled at WHCC to help with registration. The students return to the high schools from which the individuals graduated to help with fall and spring registration activities. The "ambassadors" also participate in the college's many open house activities scheduled throughout the year, help inform prospective students about the many student support services available, participate in fundraisers, and help with ASB and club-related activities. (2B.56)

The WHCC bridge program, supported for five years by a Title 5 grant, has provided a multitude of learning community class sections and activities that foster intellectual, aesthetic, cultural, and personal development in students. Learning community class sections feature a theme that is embedded in each course in which the student enrolls. Each theme allows the student to explore in depth an area that fosters exposure to intellectual, aesthetic, and cultural ideas. For example, basic English reading and writing lab course sections are linked with a cultural history of the Chicano course in which the courses share reading and writing assignments. In addition, the bridge program sponsored a number of cultural activities, including film festivals, speakers, and field trips, which add to the experience of the WHCC student. Unfortunately, the Title 5 grant ended in September 2004, but WHCC has committed itself to institutionalizing the

learning community concept as outlined in the strategic plan and has scheduled learning community courses for fall 2004 and spring 2005. In addition, the Instructional Services Council (ISC) is responsible for expanding learning communities to additional disciplines. (2B.5, 2B.7, 2B.55, 2B.67, 2B.68))

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

West Hills College Coalinga's (WHCC) counseling and academic advising department offer the following programs: counseling, the transfer center, Extended Opportunity Programs and Services (EOPS), Disabled Students' Programs and Services (DSPS), College Assistance Migrant Program (CAMP), Student Support Services (SSS-Title IV), and Cal WORKS. Specialized counseling programs exist to address the unique needs of students facing economic barriers; physical and learning disabilities; child care issues; licensing regulations; and federal, state, and local program requirements. (2B.9, 2B.10, 2B.11, 2B.12, 2B.30)

The counseling department is responsible for the matriculation counseling standard for new and continuing students. Counselors provide academic counseling in which the student is assisted in assessing, planning, and implementing immediate and long-range goals; career counseling where the student is assisted in assessing aptitudes, abilities, and interests and advised regarding the current and future employment outlook and how to best prepare for an occupation; and personal counseling in which the student is assisted with personal, family, or other social concerns related to the student's academic future. 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 referral to special services. Counseling information and inquiries can also be answered on the WHCC website under the "student" information page titled "Ask a Counselor." The email goes to a designated counselor in the district, and a response is sent to the student within 24 hours. As a supplement to new student orientation, four credit courses are taught by counseling faculty college success, career planning, student leadership, and development. (2B.1, 2B.34, 2B.42)

The counseling department and all specialized programs that provide counseling and advising services to students are evaluated and improved through the program review process. In addition, counselors, as faculty members, undergo the college faculty evaluation process. Non-tenured counselors are evaluated every year; tenured counselors every three years. Advising specialists are classified employees and evaluated according to the classified staff contract. The supervisor evaluates classified employees three times the first year (4th month, 8th month, and 12th month), yearly for four years, and once every three years afterwards. (2B.6, 2B.80, 2B.81, 2B.82, 2B.83)

Self-Evaluation

West Hills College Coalinga meets the standard. The college's counselors and advisors continue to provide the mandated matriculation services designed to evaluate and improve student development and success. The diversity of the college population includes English-second-language learners, single-parents; and geographically-isolated, educationally-deficient, and economically-challenged students. One full-time counselor, three part-time counselors, and three full-time bilingual advising specialists are assigned to the Coalinga campus. One full-time counselor and two full-time bilingual advising specialists are assigned to NDC in Firebaugh. A full-time bilingual counselor/director oversees DSPS and EOPS at WHCC. (2B.34, 2B.84, 2B.85)

However, with a single exception, all counselors and advising specialists are partially funded through categorically-funded student service programs, such as DSPS, EOPS and CAMP, which provide counseling and advising support for qualified students. (2B.84, 2B.86, 2B.87)

The May 2004 accreditation self study survey indicates that 68.00 percent of student and 58.50 percent of staff/administrator respondents agree that the college provides sufficient and appropriate counseling and advising services to meet the needs of its students; 18.49 percent of student and 26.42 percent of staff/administrator respondents "don't know", and 13.53 percent of student and 15.10 percent of staff/administrator respondents disagree. In addition, 69.57 percent of student respondents agree that counselors/advisors clearly explain the requirements for the completion of educational goals and/or transfer requirements; 17.15 percent "don't know", and 13.30 percent disagree. (2B.22)

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 (WHCC) is committed to diversity. The college assures accessibility to all students regardless of race, sex, color, religion, age, national origin, disability, or marital status. The May 2004 accreditation self study survey indicates that 82.24 percent of students agree that WHCC is accessible to all students; 12.05 percent "don't know", and 5.72 percent of students disagree. A compliance statement referring to title 4 of the civil rights act of 1964 and title 9 of the educational amendments of 1992, section 1975, is included every year in the college catalog in English and Spanish. Support programs for the diverse student population continue to increase, including Extended Opportunity Programs and Services (EOPS), Disabled Students' Programs and Services (DSPS), CAMP, SSS, Mini-Corps, and the international student program. (2B.9, 2B.10, 2B.12, 2B.13, 2B.22, 2B.29, 2B.85, 2B.88)

The student services staff is trained in customer service techniques (most recently in August 2004) to treat each student with sensitivity and with the utmost care and respect. The DSPS program provides workshops for staff and faculty addressing disability awareness. The faculty, classified staff, and administration represent diversity in background, ethnicity, age, and gender. The number of Hispanic staff has increased in recent years to more closely resemble the student population. (2B.89, 2B.90)

The curriculum/general education committee mandates that a course outline, and instructor teaching the affected course, provide an opportunity for students to enhance understanding of cultural diversity within the classroom environment. Through the development of student learning outcomes, students will be able to apply that knowledge in career and/or family life experiences. (2B.91, 2B.92)

Self-Evaluation

West Hills College Coalinga meets the standard. It designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. The May 2004 accreditation self study survey indicates that 64.44 percent of student, 84.45 percent of faculty, and 71.70 percent of staff/administrator respondents agree that WHCC promotes a campus climate that supports diversity; 27.89 percent of student, 4.45 percent of faculty, and 13.21 percent of staff/administrator respondents "don't know"; and 7.69 percent of student, 11.12 percent of faculty, and 15.10 percent of staff/administrator respondents disagree. (2B.22)

Various programs at WHCC provide events and speakers to promote a 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 September 11, Martin Luther King's birthday, Disability Awareness Month, Cancer Prevention Month, Black

History Month, Cinco de Mayo, and Mexican Independence Day are part of the ongoing effort to enhance student understanding and appreciation of diversity. (2B.69, 2B.70, 2B.75)

The Student Support Services Club (formerly One Step Beyond) has organized family picnics and cultural awareness activities for students that attend WHCC. Native American drummers from the Santa Rosa Rancheria participated in several of the college's celebrations and events to promote awareness of the contributions of Native Americans to the area. The DSPS program staff promoted disability awareness and sensitivity by encouraging faculty, staff, and students to assume various disabilities with wheelchairs, crutches, earmuffs, and blindfolds for a day. (2B.74, 2B.90)

In an effort to better reflect the cultural heritage of the district's students, the college founded the Edward James Olmos Teatro de las Americas Academy. With the participation of the Oscar Award winning actor, Edward James Olmos, the Teatro Academy serves to promote cultural, artistic, and theatrical courses, and events among students, faculty, and community members of all ethnicities. For Hispanic students the Teatro Academy provides an outstanding opportunity to celebrate the students' cultural heritage. Non-Hispanic students have found the Teatro Academy to be an opportunity to develop understanding and appreciation of the Hispanic culture while often coming to a deeper appreciation of the individual's own cultural heritage. (2B.1, 2B.93)

In addition, 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.94)

The district grants office has been instrumental in obtaining new programs that foster an appreciation of diversity, including

- Mini-Corps: In fall 2003 WHCC was designated as a site to facilitate the implementation of a Mini-Corps program. The program works with college students in the liberal studies program to provide them with classroom experience. The students in the program provide direct instructional services to migrant children who are most at risk and who have the most need. Another objective of the program is to increase the number of bilingual, professional educators for the state of California who are sensitive to the needs of migrant children and families. (2B.29)

- 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 within the first academic year. Students participating in the program learn strategies to better cope with lifestyle changes, adjustments and personal situations that can impair educational achievement within migrant families. (2B.30)
- Cooperative Association of States for Scholarships (CASS): The program funded by the United States Agency for International Development (USAID) and implemented by Georgetown University offers scholarships for deserving candidates from the Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, and Panama. WHCC trained 20 teachers from Central America and the Caribbean on how to improve the teaching techniques in the first six-months of 2004. Participants attended class six hours per day, three days per week. In addition, the teachers worked "one-on-one" and in small groups with children in local elementary schools and volunteered for community service activities. (2B.95, 2B.96, 2B.97)

Planning Agenda

None.

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

Descriptive Summary

West Hills College Coalinga (WHCC) has a matriculation plan that describes and details every element of matriculation and a matriculation advisory committee to oversee the admissions and assessment components of the matriculation standards. Students cannot enroll in courses with prerequisites without proof of prior college coursework, placement test results, or meeting with a counselor and providing documentation that the student is eligible to enroll in a course. However, the admissions standards state that the institution must provide modified or alternative services for the matriculation process for ethnic and language-minority students and students with disabilities. Students with disabilities who need modified or alternative assessment service may contact the DSPS program. The students are then assisted throughout the entire assessment and placement process by DSPS staff. DSPS counselors and a learning disability (LD) specialist are available to address oral presentation of materials through the use of readers, un-timed testing, special equipment (Braille/hearing impaired), and/or a distraction-free environment. For language minority students, referrals are made to the English as a Second Language (ESL)

program instructor and the California English as a Second Language Assessment (CELSA) is used to assess English-second language skills. (2B.99, 2B.99, 2B.100, 2B.101)

The California education code for community colleges does not mandate testing to determine eligibility for admission. WHCC has an open enrollment policy as stated in its catalog and does not take into account scores on any standardized placement test, high school graduation, grade point average, etc. for admission decisions. WHCC uses only those assessment tests approved by the California community colleges chancellor's office and regularly reviews its admission criteria to assure compliance with the state's admission and residency regulations. (2B.1, 2B.102)

Students take English and math placement tests to participate in matriculation and meet course prerequisites, graduation requirements, financial aid requirements, and to facilitate successful completion of student 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 on campus. The Coalinga campus provides a schedule of testing times on the WHCC website and on campus bulletin boards. In addition, it makes individual appointments for testing. Students at NDC may take the placement tests without an appointment. (2B.34, 2B.103)

Self-Evaluation

West Hills College Coalinga meets the standard. Admission standards are consistent with the college's mission and effectively linked to the college's educational goals as listed in the strategic plan. The May 2004 accreditation self study survey indicates that 60.87 percent of faculty and 66.04 percent of staff/administrator respondents agree that WHCC has admission, assessment and placement procedures to foster student success; 21.74 percent of faculty and 26.42 percent of staff/administrator respondents "don't know", and 17.39 percent of faculty and 7.55 percent of staff/administrator respondents disagree. Accurate course placement from the institutional assessment tests is critical for student success in English and math courses, and any course which has an English or math prerequisite. If a student is placed inappropriately, the outcome may be failure. (2B.22)

The matriculation advisory committee oversees the admissions and assessment components of the standards. The institution is mandated by the standards to provide these services as effectively as possible while minimizing bias. The matriculation advisory committee meets twice a year to review the standards and objectives stated by the institution. As of fall 2004, WHCC uses the College Test of English Placement (CTEP). English consists of three modules: reading, writing, and sentence structure. Dialogue among faculty from English and

English as a Language Language (ESL) disciplines and the counselors result in creating cutoff scores for optimal placement. In 1999, the matriculation coordinator completed cut score validity studies for the ASSET writing, reading and numerical skills assessment instruments. Comparisons were made with other colleges who use the ASSET test for the initial cut score placement. Data was collected over a four-semester period and statistical analyses were completed with the help of American River College staff. Using these analyses, data for the 2001-2002 academic year resulted in approximately 11 percent of students being placed into transfer-level courses, 25 percent in non-transferable but associate degree applicable courses and 63 percent in basic skills courses. (2B.99, 2B.104, 2B.105, 2B.106)

Dialogue between faculty from the mathematics discipline and the counselors result in cutoff scores for optimal placement. As of fall semester 2004, WHCC uses the Math Diagnostic Testing Project (MDTP) with four levels of math for placement: algebra readiness, elementary algebra, intermediate algebra, and pre-calculus, which have full approval from the state chancellor's office until June 2006. The college moved to the test because the American College Testing (ACT) math assessment distributed by ASSET for transfer-level math was not approved by the California community college's chancellor's office. However, insufficient data is available to provide for placement summary results. (2B.107, 2B.108)

In order for students who do not have a high school diploma or general education diploma (GED) to qualify for financial aid, students must take an "ability to benefit" (ATB) assessment test to determine whether the student has the ability to benefit from college-level courses. The only test approved by the state chancellor's office for ATB testing is the ACT distributed by ASSET, which has been adopted by WHCC to ascertain the student's "ability to benefit". (2B.109, 2B.110)

WHCC uses "paper/pencil" placement tests as staffing and resources have precluded converting to computerized test stations at all locations, and many local feeder high schools do not have appropriate technology on site. Adaptive testing is available to students referred by DSPS. Extended time is given on all sections of the assessment test to students who have a validated disability. As stated in the program brochure WHCC does not require the Test of English and Foreign Language (TOEFL) for international students; however, the students do take a placement exam during orientation that assists counselors and advisors in placing students in the appropriate level English courses, as well as the California English as a Second Language (CELSA) during class to aid with English placement. (2B.88, 2B.100, 2B.101)

WHCC regularly evaluates admission and placement instruments and practices. ACT, the administrator of the ABT test instrument, conducts content validity studies and details are provided in the technical manual located at the matriculation coordinator's office. Faculty members have reviewed both the CTEP and the MDTP assessment tests for bias and gave approval to administer the tests. However, a dedicated staff person with expertise in research and evaluation has not been available to provide data on the effectiveness of assessment and course placement, which is mandated by the California community colleges chancellor's office. With the hiring of a district director of institutional effectiveness, planning and web services in May 2004, the deficiency will be removed. (2B.23, 2B.24)

Planning Agenda

None.

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

West Hills College Coalinga (WHCC) maintains student records as required by the California education code and secures them in compliance with the family educational rights and privacy act (FERPA) of 1974 regulations as described in the college catalog. In addition, it complies with the guidelines in Title 5 of the California education code on the retention and destruction of Class 1 records, which are required to be kept permanently and confidentially. Provisions are made for secure backup of all files. Standard practices for securing student files and limiting access to authorized staff are followed. 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 electronically on the district computer system with backup of the student record database performed each night by the district information and technology services (ITS) staff. (2B.111)

WHCC publishes the established policies that it follows for release of student records in the college catalog and as described in Board Policy 513. A check box on the application for admissions grants students the ability to give or deny permission to release information from student records. A signed copy of the application for admission for each student is on file in the district enrollment management office. (2B.34, 2B.111)

Self-Evaluation

West Hills College Coalinga meets the standard. Storage of student records before 1981 in a fireproof vault and the electronic storage and backup method in use since 1981 provide for secure backup of files. In addition, sophisticated security provisions for recovery include network security, server physical security, password policies, backup plans, and antivirus protection software. (2B.111)

During the 2000-2001 academic year, the district converted to a new information management system—Datatel. The district director of enrollment services is responsible for the confidentiality of student records and grants access to Datatel accordingly to those with a need to know. For example, counselors have access to student academic history, student schedules, and name and address information. Financial aid staff have access to financial data, fee waivers, and general demographic information. Students can only access individual information by student identification and password. When employees cease employment with the district, passwords and access to Datatel are disabled. The district West Hills customer information support teams (WHCIST) have been developed to provide support and access to all areas of the colleges to retrieve student progress reports, academic records, and pertinent information regarding student progress. (2B.39, 2B.112, 2B.113)

Although student workers and temporary employees are generally not allowed access to student information, occasionally budget reductions and staff shortages have required the use of student worker and/or temporary employee assistance. The confidentiality issue has been addressed through the development of a student worker and temporary employee confidentiality agreement. (2B.114)

Planning Agenda

None.

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

West Hills College Coalinga (WHCC) evaluates student support services to assure adequacy in meeting student needs in several ways: 1) program review, 2) categorical-funded program review by funding source, 3) annual internal program evaluations, and 4) surveys to assess student awareness of the college's services and satisfaction. The results of the evaluations are used as the basis for improvement. (2B.6, 2B.115, 2B.116, 2B.117, 2B.118)

Self-Evaluation

West Hills College Coalinga partially meets the standard. The quality, rigor, and effectiveness of student services programs are ensured by the program review process. Courses and programs are reviewed and forms completed by staff on a four-year program review cycle. The Student Services Council (SSC) provides oversight for the student services program review process with final documents sent to the College Consultation Council (CCC) for approval. For example, in 2003, Disabled Student Programs and Services (DSPS) completed both instructional and non-instructional program review documents. The instructional program review discussed recent trends, including requirements by the civil rights office (OCR) and the rehabilitation act, that impact the college's ability to provide adequate services to disabled students. In addition, it described programs goals and anticipated curriculum changes. The non-instructional program review describes the 3-year and 10-year plan for the department, including the recognition that as the district transitions from a single- to a multi-college district, "assessment will need to be made to ensure that the established goals/objectives are specific to meet the needs of the community for each college." (2B.5, 2B.7, 2B.117, 2B.118)

In 2002, program review was also completed by the counseling/advising department, which included a discussion of assumptions and trends related to counseling services, 3-year and 10-year goals, staffing requirements, staff development issues, factors that impact the quality and success of the program, productivity, general operation, and program analysis. The strength of the department was its knowledgeable staff members. The greatest weakness identified was tracking and monitoring student outcomes. In conjunction with the SSC, the counseling and advising department will develop student learning outcomes for counseling and advising functions. In 2004, the department is conducting another program review. (2B.119)

During the "Voices, Values and Vision" town hall meetings, students, faculty, staff, and community constituents identified institutional strengths and areas for improvement as outlined in the strategic plan. Strengths included proximity to home, affordability, excellent faculty, small classes, helpful staff and counselors, athletics, dorms, distance education, diversity, state-of-the art technology, safe environment, van transportation, and physical improvements to the campus. Areas for improvement included more course offerings, parking, student activities, security, health services, better communication, increased school spirit, and increased relationships between the college and K-12 institutions. (2B.3, 2B.4)

The May 2004 accreditation self study survey indicates that 56.39 percent of student, 46.67 percent of faculty, and 64.81 percent of staff/administrative respondents agree that student support services are appropriate and

comprehensive given the needs of the diverse student population; 33.21 percent of student, 37.78 percent of faculty and 16.67 percent of staff/administrative respondents said they "don't know", and 10.41 percent of student, 15.56 percent of faculty, and 18.52 percent of staff/administrative respondents disagree. A large proportion of students, staff, administrators, and faculty indicate little or no knowledge regarding whether WHCC provides appropriate, comprehensive and reliable support services for students. One step that has been taken to address this issue is the approval by the board of trustees of an administrative organizational change to a student learning model. Another step is the planning agenda developed in response to Section IIB.3.a., the intent of which is to make student support programs more visible to students, faculty, staff, administrators and community constituents. (2B.22, 2B.32)

However, the information available about the effectiveness and satisfaction of student services is qualitative rather than empirical data. The new Datatel information management system has provided new opportunities to store student services data; however, access to extract readable data for analysis has been a challenge. The hiring of a district director of institutional effectiveness, planning and web services in July 2004 will aid in the correction of the deficiency. (2B.23, 2B.24)

The director of enrollment management has been relocated to the district office. Although a district-level admissions assistant remains on the Coalinga campus; the change has created delays in counselors' and students' ability to access student records and transcripts. The college and district staff members are currently developing a plan to improve communication and timeliness for fulfilling requests for information such as transcripts as discussed in standard IV. (2B.39)

Planning Agenda

- The Student Services Council will collaborate with the district director of institutional effectiveness, planning and web services to develop a student satisfaction survey to be administered in 2004-2005.
- 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.

Standard IIB Documentation References

- 2B.1 College Catalog
- 2B.2 Mission Statement
- 2B.3 "Voices, Values and Vision" Document
- 2B.4 Strategic Plan
- 2B.5 Student Services Council (SSC) Handbook
- 2B.6 Non-Instructional Program Review Handbook
- 2B.7 College Consultation Council (CCC) Handbook
- 2B.8 DSPS End-of-Year Report – Samples
- 2B.9 DSPS Program Brochure
- 2B.10 EOPS Program Brochure
- 2B.11 Cal Works Program Brochure
- 2B.12 Upward Bound Program Brochure
- 2B.13 CAMP Program Brochure
- 2B.14 AYOS Program Flyer
- 2B.15 CAMP Application Packet
- 2B.16 CAMP Flyer – CAMP Chat
- 2B.17 EOPS/CARE Application
- 2B.18 UB Program Application
- 2B.19 SSS Application
- 2B.20 SSS Flyer
- 2B.21 CARE Application
- 2B.22 May 2004 Accreditation Self Study Survey
- 2B.23 District Director of Institutional Effectiveness, Planning and Web Services
Job Description
- 2B.24 Board Meeting Minutes (5-25-04)
- 2B.25 Research Data Requested
- 2B.26 Met Life Award Booklet
- 2B.27 Campus Compact Letter and Site Visit Summary (9-13-04)
- 2B.28 HSI Designation Letter
- 2B.29 Mini-Corps Program Brochure
- 2B.30 CAMP Brochure
- 2B.31 CVC Athletic Program Review
- 2B.32 WHCC Administrative Organizational Chart
- 2B.33 Board Meeting Minutes (7-20-04)
- 2B.34 WHCC Website (www.westhillscollge.com/Coalinga)
- 2B.35 Dean of Student Learning Job Description
- 2B.36 District Instructional Operations Manager Job Description
- 2B.37 ASSIST (www.assist.org)
- 2B.38 Program Review Documents – Samples
- 2B.39 District Director of Enrollment Management Job Description
- 2B.40 CSU Transfer Requirements 2004-2005
- 2B.41 Intersegmental General Education Transfer Curriculum

2B.42 "Ask-A-Counselor" Statistics
2B.43 District Director of Financial Aid Job Description
2B.44 Financial Aid Coordinator Job Description
2B.45 Work Study Brochure
2B.46 Financial Aid Brochure
2B.47 DSPS Year End Summary 2001-2002
2B.48 District High Technology/Access Specialist Job Description
2B.49 DSPS/EOPS Director Job Description
2B.50 EOPS End of the Year Report – Samples
2B.51 AYOB Application
2B.52 Bridge Program Binder
2B.53 Child Development Centers Brochure
2B.54 NDC Reorganization
2B.55 Instructional Services Council (ISC) Handbook
2B.56 WHCC Open House Flyers
2B.57 Coalinga Outreach Activity Schedule
2B.58 NDC Outreach Activity Schedule
2B.59 Sample Assessment Tests
2B.60 Student Orientation Schedule
2B.61 Student Orientation Materials
2B.62 Financial Aid Materials
2B.63 Student Orientation PowerPoint
2B.64 Spanish Documents
2B.65 WHCC Primary Language Chart
2B.66 Student Email Policy and Practice Recommendations
2B.67 Facilities Development Council (FDC) Handbook
2B.66 Learning Resources Council (LRC) Handbook
2B.67 Curriculum/General Education Committee Membership List
2B.68 Board Policy 2015 – Student Member
2B.69 Student Activity Calendar
2B.70 Club Monthly Activity Calendar
2B.71 Alpha Gamma Sigma Flyer
2B.72 Associated Student Body (ASB) Handbook
2B.73 ASB Election Materials
2B.74 Student Support Services (One Step Beyond) Activity Calendar
2B.75 Simon Silva Flyer
2B.76 Football Team – Coalinga Record
2B.77 WHCC Age Trends Chart
2B.78 SIFE Website (www.SIFE.org)
2B.79 SIFE – Coalinga Record (5-5-04)
2B.80 2000-2003 Faculty Contract
2B.81 Full-time Tenured Faculty Evaluation Forms
2B.82 Full-time Non-Tenured Faculty Evaluation Forms
2B.83 Classified Staff Evaluation Forms

- 2B.84 SSC Meeting Minutes – Samples
- 2B.85 WHCC Ethnicity Trends Chart
- 2B.86 Counselor Schedules
- 2B.87 Counselor PAN Forms
- 2B.88 International Student Brochure
- 2B.89 Customer Service Training (August 2004)
- 2B.90 DSPS Disability Awareness Training
- 2B.91 Course Outlines – Samples
- 2B.92 Student Learning Outcomes – Samples
- 2B.93 Diversity Colloquium Topic Paper – Teatro Academy
- 2B.94 Job Interview Questionnaire – Samples
- 2B.95 CASS Program Materials
- 2B.96 CASS End of Year Report 2002
- 2B.97 CASS Progress Report 2004
- 2B.98 Matriculation Plan
- 2B.99 Matriculation Advisory Board Membership List
- 2B.100 CELSA Test Sample
- 2B.101 DSPS Test Sample
- 2B.102 California Community Colleges Chancellor’s Office List of Approved
Assessment Tests
- 2B.103 Testing Schedule at Local High Schools
- 2B.104 Matriculation Advisory Board Meeting Minutes – Samples
- 2B.105 English Cut-off Scores
- 2B.106 English Test Sample
- 2B.107 Math Cut-off Scores
- 2B.108 Math Test Sample
- 2B.109 ATB Test Sample
- 2B.110 Financial Aid ATB Statement
- 2B.111 Board Policy 513 – Student Records
- 2B.112 WHCIST Organizational Chart
- 2B.113 WHCIST Strategic Plan
- 2B.114 Student Worker and Temporary Employee Confidentiality Agreement
- 2B.115 Student Services Department Program Review
- 2B.116 Internal Student Services Department Evaluation – Samples
- 2B.117 DSPS Instructional Program Review 2003
- 2B.118 DSPS Non-Instructional program Review 2003
- 2B.119 Counseling/Advising Program Review

C: Library and Learning Support Services

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

West Hills College Coalinga (WHCC) learning resources remains a campus-driven function under the district dean of learning resources providing continuity and equity of services and resources to the students of the district. The WHCC learning resources department provides library, instructional media, tutoring, and videoconference services to both the Coalinga campus and North District Center (NDC). One of the major ways in which learning resources at WHCC enhances the achievement of the college mission is by providing technology to support student learning. The district department of information technology services (ITS) provides support for faculty computers and computer labs at the Coalinga campus, including the library/learning resources center (L/LRC) and NDC Library. (2C.1, 2C.2)

Information and learning resources includes the following categories:

Library/Learning Resource Center

The WHCC L/LRC, housing the Rodney B. Fitch Library with a collection of approximately 30,000 volumes, is currently undergoing a major \$2.7 million

renovation including a 3,900 square-foot expansion bringing the total library size to over 13,000 square feet. The L/LRC is a multi-functioning facility whose services have been decentralized since early summer 2003 due to construction. The new L/LRC will incorporate integrated technologies for collection development, a tutorial center with a 30-station computer lab, 36 student laptops with a wireless network, pay-for-print copier and printers, executive video conference room, and video edit suites. (2C.3, 3C.4)

The Coalinga L/LRC has been without a permanent full-time librarian since early 2002 due to the WHCC librarian transferring to the West Hills College Lemoore (WHCL) Library. An interim librarian was hired for six months and resigned in June 2003. In January 2005, WHCC hired a librarian with responsibilities at both the newly remodeled Coalinga L/LRC and the NDC Library as well as a library/learning resource specialist for the L/LRC. (2C.5, 2C.6)

The NDC Library is 330 square feet with over 2,600 holdings and an additional 1,000 English as a Second Language (ESL) pamphlets for student checkout. The NDC Library also serves as a tutorial center and houses student wireless laptops with a wireless network for general student use. The NDC Library received an additional 600 volumes in 2003-2004 and is in line to reach its shelving capacity of approximately 4,000 items within the next two years. (2C.7)

Grants have been the primary source of collection building. The Rodney B. Fitch Library has purchased over \$5,000 worth of volumes for the psychiatric technician program. The total collection is approximately 30,000 volumes. With dollars allocated from the general fund, a College Assistant Migrant Program (CAMP) grant, a Fresno County in-home day care contract, a governor's health careers training initiative providing funds for the psychiatric technician program, as well as \$30,000 over the last five years from individual and cooperative Title 5 grants, the L/LRC in Coalinga and the library at NDC have added more than 700 items to the collection. When possible the district grants department includes funding for library collection development. (2C.8)

Under the direction of the district dean of learning resources, all libraries have adopted a collection policy that supports the college mission. (2C.9)

Instructional Media Services

Housed in the L/LRC, instructional media services provides support to faculty, staff, and students in the acquisition and use of academic technologies. Media services is responsible for installations, delivery, equipment inventory and tracking, and training and support to faculty for classroom and instructional technologies. The technology standard for each classroom includes a video-data projector, screen, amplifier, videocassette recorder, DVD player, surge protector, audio cable, speakers, and ethernet connectivity for laptops. 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. Part-time faculty can check out a laptop from media services on a first-come/first-served basis. (2C.10, 2C.11, 2C.12, 2C.13, 2C.14)

It is the responsibility of the media technician to maintain and track classroom technology equipment. The district ITS Department provides technical support for all computers and laptops. (2C.2, 2C.15)

WHCC has five videoconference classrooms. The facilities have two-way video/two way audio (CODEC) equipment and are the responsibility of the district distance learning operations manager who reports to the district dean of learning resources. (2C.1, 2C.16)

The classrooms are designed to provide connectivity primarily among the district's three campuses: WHCC, NDC and WHCL. With the recent connection to the Corporation for Education Network Initiatives in California (CENIC), services have expanded to support instructional programs among other institutions. All five classrooms incorporate high-end videoconference equipment with the classroom standard for technologies (video-data projector, screen, videocassette recorder, amplifier, and ethernet connectivity for laptops) as well as a document camera, an additional video data projector for far-end classroom projection, microphones, student and faculty cameras, and AMX panel for one-touch instructor control. (2C.17)

Tutoring

The WHCC L/LRC trains and supervises an average of 10 peer tutors per semester who provide assistance in approximately 20 subject areas. NDC has an average of 5 peer tutors in 10 subject areas. In addition, CAMP averages 2 tutors per semester on the Coalinga campus who provide assistance in 6 subject areas. CAMP averages 4 tutors per semester at NDC who provide assistance in 8 subject areas. Up until June 30, 2004, students could also receive online tutorial assistance through Academic.com. (See II.C.2, 2C.18, 2C.19)

Computer Lab Technologies

Computer labs at WHCC include the tutorial computer lab, a 17-station DSPS lab, a three-station multimedia faculty development lab, one computer classroom, an open entry/open exit lab, a 22-computer GIS lab at the "Farm of the Future," and two science "collaboratories". The 24-station laptop program with a wireless network planned in the newly remodeled/expanded Coalinga L/LRC will have consistent daily use by students and is remarkably easy to administer as evidenced by the experience at WHCL. (2C.20)

At NDC, there is one computer classroom, one science “collaboratory”, one basic skills computer lab, and the NDC library’s student laptop computers with a wireless network. General support for computer services at WHCC and NDC is provided through district information technology services (ITS). (2C.2)

WHCCD has technology support staff that are available to answer questions by emailing HELP-DESK-ITS@westhillscollge.com that elicits a response from ITS. Much of district technology training occurs on an individual basis when faculty/staff have questions requiring one-on-one assistance. The district educational technology specialist gathers the most asked questions, notes frequently-asked questions (FAQs), and places the FAQs on a Blackboard site to which all faculty teaching online or web-enhanced courses have access. In addition, the faculty multi-media lab will be moved from its temporary location to the L/LRC. The lab will contain a web camera, microphone, laser printer, and CD burner. Software programs available are Impatica, Camtasia, Adobe Acrobat, Dreamweaver, Flash, WinZip, Nero, and Office XP Suite. Education and technical support will be available, and training sessions presented upon request. (2C.21, 2C.22)

A district high technology access specialist works half-time at WHCC and half-time at WHCL to assist disabled students. The specialist provides instructors with individual training covering accessibility for disabled students in the classroom including internet accessibility, adaptive software and hardware, and adding captions to audio visual materials, (i.e. videos, films, etc.). The DSPS department and full-time faculty gave presentations on flex days on the accessibility standards for compliance with section 508 as well as assistive technologies. (2C.23, 2C.24)

Through years of testing and pre-design evaluation, the WHCCD science faculty cooperatively developed an integration of the strengths of traditional lab instruction with emerging technology. The faculty guided the district architect through seven successive design iterations until teaching objectives could be satisfied. The result was state-of-the-art science “collaboratories.” Each “collaboratory” in Coalinga has capacity for 24 students, contains 12 computers for student access, as well as classroom standard technology. The “collaboratory” at NDC holds 20 students, contains 8 computers for student access, as well as classroom standard technology. Specialized software and equipment for the science disciplines has been included in the “collaboratory” design. (2C.25, 2C.26)

Self-Evaluation

West Hills College Coalinga partially meets the standard. A major form and function reevaluation of learning resources has occurred since the last accreditation visit. A major remodel of the WHCC L/LRC and the installation of

state-of-the-art classroom technologies have been completed. The hiring of a librarian and a library/learning resource specialist and the establishment of a collection policy will improve personnel and collection management issues; however, the lack of financial resources remains to be addressed. (2C.3, 2C.5, 2C.6)

Library/Learning Resource Center

The lack of a permanent, full-time librarian or library/learning resource specialist since 2002 has contributed to collection management issues. Currency, applicability, and gaps in the collection are a concern. The library has several items missing, inaccurately cataloged, or not properly re-shelved. Work has begun to rectify the situation including in-depth training of all employees on processing and shelving, a thorough inventory districtwide, re-shelving of misplaced volumes, and proper label processes. (2C.4, 2C.27)

Budget constraints have contributed to staffing difficulties. However, with construction nearing completion and the hiring of a librarian and library/learning resource specialist, most of the issues facing the L/LRC should be resolved. The newly expanded facility and the leadership of the librarian will go a long way toward generating support for Coalinga L/LRC and the NDC Library. When the budget situation improves, it is anticipated that WHCC will fill open part-time library technician positions in the L/LRC. The May 2004 accreditation self study survey indicates that 54.15 percent of student and 52.84 percent of staff/administrator respondents agree that the library/learning resource center staff is knowledgeable and helpful in assisting students with their needs; 31.03 percent of student and 39.63 percent of staff/administrator respondents "don't know"; and 14.84 percent of student and 7.55 percent of staff/administrator respondents disagree. (2C.28, 2C.29)

Interviews for a Coalinga library/learning resource specialist took place during fall 2003. However, due to a lack of qualified candidates, budget constraints, and the library remodel/expansion project, the application process was put on hold and re-opened in summer of 2004. Again, an insufficient number of candidates applied, so another mailing, as well as local and national advertisements, was conducted in October 2004 to increase the applicant pool. It is expected that interviews can be conducted in late fall 2004 or early spring 2005. (2C.30)

Due to budget constraints over the last two years there is currently only one 19-hour per week library technician who provides library and media services at the NDC Library in Firebaugh for approximately 500 students. Beginning spring 2005, the WHCC librarian will be assigned to NDC two days per week to assist with collection development, communication with faculty and students, as well as provide greater hours of library access. (2C.28, 2C.31)

In the past, librarians communicated with faculty for collection input on two levels. First, each semester the faculty were emailed requesting recommendations for collection or item purchases. Also, when grant monies became available faculty were asked to provide input on collection purchases that were pertinent to that grant or program. Although faculty have frequently been asked to provide input on selections for building the collection, the May 2004 accreditation self study survey indicates that 34.78 percent of faculty agree that faculty are encouraged to participate in the selection of the WHCC Library collection; 34.78 percent "don't know", and 30.43 percent disagree. The Learning Resources Council (LRC) will discuss how to increase faculty perception that participation in the selection of the WHCC library collection is important. In addition, the new librarian will continue to lead and maintain communication among and between faculty and the L/LRC. (2C.5, 2C.29, 2C.32, 2C.33)

Budget reductions and a reliance on grant funding to increase the library collection have proved insufficient for providing needed resources. The May 2004 accreditation self study survey indicates that 46.27 percent of student, 30.43 percent of faculty, and 37.74 percent of staff/administrator respondents agree that there are sufficient books and resources in the L/LRC to meet student needs; 34.33 percent of student, 41.30 percent of faculty, and 52.84 percent of staff/administrator respondents "don't know"; and 19.41 percent of student, 28.26 percent of faculty, and 9.44 percent of staff/administrator respondents disagree. The LRC will make recommendations to the CCC to secure funding to improve the library collection at the WHCC Library and the NDC Library. (2C.29)

Although the interim librarian found basic reference material lacking at the WHCC Library, the librarian made some progress in purchasing materials. In addition, the librarian found that the number of misplaced items in the collection was high. As a consequence, under the direction of the district dean of learning resources, the libraries have adopted a collection policy that supports the college mission. (2C.34, 2C.35)

Instructional Media Services

A source of pride for WHCC is classroom/academic technologies. The classroom technology standard was recently achieved in all classrooms at both Coalinga and NDC. WHCC media services continues to provide academic technology support; as equipment ages, maintenance and repair will become a larger portion of the media services scope of work. When funding becomes available, media services will continue to build the portable equipment inventory, and address the older equipment issues as well as new and changing academic technology needs. The media services department has developed a five-year replacement plan. (2C.10, 2C.36)

However, much like the process for computer-based technologies in ITS, media services will use cascading in lieu of complete equipment replacement. Should a piece of equipment in a high-end classroom (video-conference or faculty multi-media lab) become obsolete, it will be cleaned and refurbished to be provided to another area that continues to use equipment at that level or for random check out. Cascading will provide a cycle that fully utilizes the resources of media services. (2C.36)

The May 2004 accreditation self study survey indicates that 58.70 percent of faculty respondents agree that information technology and library resources are provided to meet the educational needs of students; 23.91% "don't know", and 17.39 disagree. (2C.29)

Tutoring

Tutoring services are free to all WHCC students. The tutoring center at the Coalinga campus is open weekdays including evenings during any semester, as well as in summer sessions. NDC provides tutoring through the library as well as through the Camp Assistance Migrant Program (CAMP). Online tutoring is also an option for students. The WHCC tutoring program has been certified through the College Reading and Learning Association. In 2002, a plan to centrally coordinate all tutoring services offered through learning resources and student services was developed but never implemented; the plan needs to be revisited. (2C.37, 2C.38, 2C.39)

In fall 2003, L/LRC served 24 students in 15 subjects with 8 tutors. In spring 2004, L/LRC served 40 students in 19 subjects with 12 tutors. In fall 2003, the NDC library served 15 students in 6 subjects with 5 tutors. In spring 2004, NDC served 17 students in 8 subjects with 5 tutors. WHCC makes an effort to increase tutorial services to meet student needs even in difficult budget years. (2C.19)

In fall 2003, CAMP served 15 students in 4 subjects with 2 tutors at the Coalinga campus. In spring 2004, CAMP served 15 students in 4 subjects with 2 tutors. In fall 2003, CAMP served 70 students in 21 subjects with 4 tutors at NDC. In spring 2004, CAMP served 105 students in 21 subjects with 4 tutors. (2C.37)

In fall 2003, the Student Support Services (SSS) served 16 students in 9 subjects with 3 tutors at the Coalinga campus. In spring 2004, SSS served 15 students in 7 subjects with 2 tutors. (2C.40)

The total number of students served by formal tutoring at WHCC for 2003-2004 is indicated in the following chart:

2003-2004	Coalinga	NDC
Number of Tutors	29	18
Number of Students	125	207

However, a significant amount of informal tutoring is occurring at WHCC in the EOPS and athletic programs that is not currently being tracked. The Learning Resources Council (LRC) needs to develop a plan to track all tutoring that occurs at WHCC and NDC. (2C.33)

The May 2004 accreditation self study survey indicates that 59.58 percent of student, 63.04 percent of faculty, and 46.30 percent of staff respondents agree that tutoring services are readily available for all students; 32.39 percent of student, 23.91 percent of faculty, and 35.19 percent of staff respondents "don't know"; and 8.04 percent of student, 13.04 percent of faculty and 18.52 percent of staff respondents disagree. The LRC will discuss ways in which to increase student awareness regarding tutoring services provided by WHCC. (2A.29)

Computer Labs Technologies

The quality, quantity, and accessibility of computers at WHCC are also a source of pride for the college. With over 423 computers on the Coalinga campus and 67 computers at NDC, WHCC computer labs provide abundant technology access to students. (2C.41)

The help desk funded through the cooperative Title 5 grant since fall 2002 has been successful as evidenced by the usage statistics showing 350 to over 1,000 contacts per month. Most contacts are simple "reset password" issues for students. The documentation details by month the top ten requests to the help desk for the last two years. (2C.42)

Planning Agenda

- The Learning Resources Council and the College Consultation Council will find the necessary resources to staff NDC a minimum additional 19 hours per week by fall 2005.
- The Learning Resources Council and the College Consultation Council will address resurrecting the plan to centrally coordinate tutoring for all programs campuswide by fall 2006.
- The Learning Resources Council will develop a plan to increase student, faculty, and staff awareness regarding services provided by learning resources.
- The Learning Resources Council will develop a plan to track all tutoring that occurs at WHCC and NDC.

- 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.

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.

Descriptive Summary

Prior to the major remodel and expansion project, the West Hills College Coalinga (WHCC) L/LRC held informal orientations for students. However, ongoing in-depth instruction in information competency as a regular college course or as classroom presentations does not currently exist. Discussions regarding establishing an associate degree information competency requirement will occur in the college curriculum/general education committee meetings during 2004-2005.

Self-Evaluation

West Hills College Coalinga does not meet the standard. The decentralization of library resources during the remodel of the learning/library resource center (L/LRC) and the lack of a librarian or library/learning resource specialist in the past two years have impaired the college's ability to provide learning support services for building student skills in information competency. Absent a comprehensive library instruction program, faculty either work with students in the classroom as a part of individual courses or request library orientations. (2C.43)

Planning Agenda

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

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

West Hills College Coalinga (WHCC) provides students and personnel responsible access to the following learning support programs:

Library/Learning Resource Center

The library/learning resource center (L/LRC) on the Coalinga campus is a multi-functioning facility whose services have been decentralized due to construction since early summer 2003. Even so students are able to use a reference area from 7:30 a.m. until 8:00 p.m. Monday through Thursday and upon request can receive a book from the collection (housed at an adjacent facility off-campus) within 24 hours. The tutorial computer lab is adjacent to the library reference area and is open during the same hours as the library. (2C.44)

The NDC library is currently open Monday-Thursday, 3:00 p.m. to 8:00 p.m. and is closed on Fridays. (2C.45)

The library provides electronic library resources to all students. (2C.46)

Computer Labs

WHCC students have access to the tutorial computer lab during extended hours of L/LRC daily operations. The DSPS lab is available during scheduled days and times to qualified students as determined by DSPS specialists. The open entry/open exit (OE/OE) computer lab is open to students 10:30 a.m. to 8:30 p.m. Monday through Thursday, and 10:30 a.m. to 4:00 p.m. on Friday during regular semester sessions. The computer classroom is available for use by course sections by reservation when scheduled classes are not in session. (2C.47, 4C.48)

NDC students have access to the computer classroom when regular class sessions are not scheduled, Monday through Thursday, and laptop computers with a wireless network in the library. NDC is closed on Fridays. (2C.49)

The students at all libraries have access to several online subscription research databases in the computer lab. The following subscription databases purchased through telecommunications and technology infrastructure program (TTIP) funding are accessible at the L/LRC and NDC library websites: EBSCOHOST, CQ Researcher, SIRS, NEWSBANK, and Encyclopedia Britannica. The following two databases are also password-protected but come from separate sources than TTIP funding: Grove's Art Online (received with print purchase of Grove's Encyclopedia of Art) and Countrywatch which is a free database supplied via the California Community College Library Consortium. All of the mentioned databases are available to WHCC students and staff off-site with a username and password that can be obtained by contacting a library staff member via phone or email. The public is free to use the subscription databases on campus. There are also numerous links, databases, and search engines placed on our Website that are not password protected and can be accessed by everyone. (2C.46, 2C.50)

Distance Learning

Online courses are accessible to students 24 hours a day, 7 days a week, affording a true “anytime, anywhere” learning experience. The student and staff help desk can be reached by telephone Monday through Friday, 8:00 a.m. to 5:00 p.m., and anytime by email. The help desk is structured to provide immediate answers for the most frequently asked questions regarding applying, registering, advising, financial aid, business services, distance learning, Blackboard, “My West Hills”, and information technology. Access and password issues are resolved at the primary point of contact. Besides the online electronic subscription databases available through the WHCC library website, there is an ever-growing amount of evaluated research-oriented web-links. Library staff can provide answers to most research questions via an email link. The website is always available and continuously updated. (2C.42, 2C.44, 2C.51, 2C.52)

Instructional Media Services

Media services are available between the hours of 8:00 a.m. and 5:00 p.m.; however, equipment can be delivered in advance to any classroom or meeting room location to accommodate after hour needs. A web-based media services form has streamlined the process for ordering equipment or requesting assistance. Arrangements are made at NDC with the coordination of the library technician or the NDC office manager. (2C.13)

Tutoring

Tutoring is available in Coalinga during L/LRC regular hours of operation which are Monday through Friday from 8:00 a.m. to 4:00 p.m. Tutoring is available at the NDC library Monday thru Thursday, 3:15 p.m. to 7:00 p.m. and through CAMP. The CAMP advising specialist is available Monday through Thursday 8:00 a.m. to 6:30 p.m. DSPS students may receive extra tutoring by enrolling in Guidance Studies 61. (2C.31, 2C.44, 2C.53)

Self Evaluation

West Hills College Coalinga partially meets the standard.

Library/Learning Resources Center

Every semester approximately 80% of online students attend a campus for face-to-face instruction. WHCCD maintains online electronic library services for all students. Currently the WHCCD subscription databases consist of three magazine and journal full-text databases that offer thousands of research oriented articles from newspapers, journals, and magazines both domestic and international. There are also subject-specific databases for art and country information. Two newspaper databases also are subscribed to with one in Spanish. The library/learning resource staff constantly strives to update and expand on the curriculum based web-links that are added to the library/learning

resources (L/LRC) website. An online accessible collection of electronic books (ebooks) is also in the process of being developed. (2C.46, 2C.52)

Links to local public library online catalogs, faculty resources, research tools, and a number of other services available to students through the college website. (2C.52)

Computer Labs

Students at WHCC have access to an 18-station tutorial computer lab in the L/LRC, 22-station DSPS computer lab, 36-station OE/OE computer lab, 22-station global information systems (GIS) lab at the "Farm of the Future," and a 31-station computer classroom. (2C.41)

In fall 2004, TTIP funded laptop computers with a wireless network in the NDC library for student use. Students also have access to the 25-station computer classroom when classes are not in session. (2C.54)

Distance Learning

The Blackboard academic learning platform, email, and help desk with telephone access provide an acceptable level of service to meet student need. Student contact is high at the beginning of each semester. In January 2004, over 500 student contacts were made with the help desk, and in June 2004 over 400 contacts were made. Other months--February, March, April, and May--averaged 275 contacts. On average, 42 percent of these contacts are login /reset password issues. Online courses boast a 70 percent retention rate due to a dedicated distance education specialist and help desk. (2C.42, 2C.55, 2C.56)

Instructional Media Services

Media services are available to instructors and staff 8:00 a.m. to 5:00 p.m. and after hours upon request at the Coalinga campus. Lack of evening support is a problem, but will be addressed with student help or part-time support once resources are available. Media services are available from 3:15 p.m. to 8:00 p.m. at NDC since the majority of courses are offered in the late afternoon and evenings. (2C.57)

Tutoring

Tutorial services including computer lab access are available during 8:00 a.m. to 5:00 p.m. With the remodel and expansion of the new L/LRC at the Coalinga campus, tutorial services will be enhanced significantly new facilities, evening operating hours, and larger and quieter areas for tutoring. Tutorial services at NDC occur in the library and adjacent open area; however, space is limited.

Planning Agenda

- The Learning Resources Council will develop a plan to improve to provide regular evening support for media service resources.
- 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 Learning Resources Council will develop a plan to increase the number of hours each day that students can acquire tutorial assistance.

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 (WHCC) maintenance and operations (M & O) department is responsible for both maintenance and security of classrooms, computer labs, and general use facilities including the L/LRC. Classrooms are locked and unlocked by faculty and/or staff to minimize theft or vandalism. (2C.58)

The newly remodeled and expanded L/LRC will have a combination of key card security for all outside doors and traditional keyed locks for individual offices. The key card system allows for computer-based identification of individuals entering when using the key card. Additionally, the L/LRC uses a 3M security system; books and laptop computers are tagged with security strips, and detection gates are located at the only entrance/exit. There are local alarms on other L/LRC emergency exit doors. (2C.3)

The NDC classrooms and offices are locked and unlocked by faculty and/or staff to minimize theft or vandalism. (2C.58)

Videoconference classrooms are closely monitored onsite as well as remotely (using Via-Video) 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 serviced/maintained by the district distance learning operations manager. (2C.16)

Multi-media equipment is stored and secured in cabinets with locking cables in regular classrooms. Regular maintenance is done by the district media services specialist or a district media services technician. (2C.15, 2C.60)

All facility maintenance and repair is done by the maintenance and operations (M & O) department. (2C.61)

Self-Evaluation

West Hills College Coalinga partially meets the standard. Theft and vandalism are a concern at WHCC and NDC. There has been an increased awareness of theft and vandalism at both locations and both faculty and staff have received verbal and written notices including emails of thefts in the last three years. Thefts and vandalism have ranged from computer hardware and classroom technologies to farm facilities and equipment. The district is self-insured with thefts valued at less than \$5,000 paid by the institution. (2C.62, 2C.63)

Nearly all classrooms at the Coalinga campus and NDC have undergone recent remodeling. The Coalinga campus remodel included classrooms, science "collaboratories", computer labs, the theater, and portions of the gymnasium. The NDC remodel included classrooms, computer labs, and the science "collaboratories", as well as administrative and faculty office space. These remodeled buildings ease security and maintenance issues that occur with older structures. (See Standard IIIB.1.a.)

Planning Agenda

- The Learning Resources Council and the Facilities Development Council will develop a theft and vandalism policy in concert with the district risk management committee and share the policy with students, faculty, staff, and administrators.

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 (WHCC) licensed the Blackboard academic learning platform. Faculty and students have interactive access to the service at anytime via the internet. Technology telecommunication infrastructure program (TTIP) funding provides an array of electronic library resources. College computer labs have site licenses for general and specific software. (2C.50, 2C.64)

WHCC has a board-approved memorandum of understanding (MOU) with California State University, Fresno that includes interlibrary loan access, faculty training, and academic technology consultation. In addition, a five-year cooperative Title 5 grant enhances the arrangement. (2C.65, 2C.66)

Self Evaluation

West Hills College Coalinga meets the standard. Formal agreements exist for all learning support services, memoranda of understanding, grant agreements, and site licensing. The agreements are maintained and easily accessible at the district office. (2C.63, 2C.64, 2C.65)

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 (WHCC) evaluates library and other learning support services to ensure adequacy in meeting identified student needs.

The district dean of learning resources takes a lead role in evaluation of library and learning support services to meet student needs. In fall 2002, the interim librarian conducted an evaluation and report of the Rodney B. Fitch Library collection as requested by the dean. (2C.34, 2C.35, 2C.67)

In spring 2003, the interim librarian conducted an informal evaluation of the Winnebago/Spectrum card catalog system at the Rodney B. Fitch and NDC Libraries as requested by the dean. (2C.67)

In the summers of 2003 and 2004, the district dean of learning resources conducted an evaluation of student usage by college and by discipline of the online tutorial Academic.com. (2C.68)

In fall 2003, the tutorial coordinator conducted an evaluation of peer tutor and student satisfaction with the tutorial program at WHCC. (2C.70)

In summer 2004, the district dean of learning resources requested an evaluation of the library at NDC. (2C.27)

Self-Evaluation

West Hills College Coalinga partially meets the standard. An informal evaluation of the Winnebago/Spectrum cataloging system was done in spring 2003. The current Winnebago/Spectrum system that is in use by WHCCD as the circulation/cataloging system is lacking in several areas. It is designed to be a site-specific catalog, and the district is using it to act as a three-location system that includes Coalinga, NDC, and Lemoore. Much confusion is caused when students try to locate books in the system because site location information is not readily available. The system has a weak cataloging component that hinders input needed for a college-level library collection. The Winnebago/Spectrum system does not allow sufficient reports for a multi-library collection. The new SIRSI/UNICORN system will remedy these shortfalls and provide several expanded areas of use for both faculty and students. SIRSI has a powerful report generating function that will allow more efficient collection development. Faculty will be able to create profiles known as Selective Dissemination of Information (SDI) that will notify the individual when items of interest are added to the collection. Electronic reserves will aid students and faculty in placing documents on reserve. Most importantly is the ease in which students will be able to find, renew, or place holds on inter-district library materials. The SIRSI/UNICORN system will be fully implemented in 2005. (2C.67, 2C.71, 2C.72)

In summer 2002, learning resources acquired a license with Academic.com, a web-based tutorial resource that instantly connected students to the specific learning assistance needed. The program is divided into content libraries and includes: biology and chemistry; business and economics; math I; math II; and writing and study skills. Use remained low even after four semesters of training both faculty and students. Marketing was conducted electronically, through hard copy flyers, and through personalized letters to faculty and special student services programs. Training of tutors and students was also conducted in the tutorial center. In July 2004, the lease with Academic.com was terminated. (2C.69, 2C.73)

In spring 2004, the college tutorial coordinator implemented an evaluation of peer tutors and the satisfaction of students with the tutorial program at WHCC. There were 18 respondents with three students scoring the overall program average or below; the balance, over 75 percent, scored the overall program good or excellent, with the majority ranking the program excellent. (2C.70)

In summer 2004, based on the evaluation of the NDC library collection, acquisition and weeding will commence with a goal of filling the stacks (4,000 volumes) by 2007. (2C.27)

Based on the success of the student laptop computers with a wireless network at West Hills College Lemoore (WHCL) L/LRC, the program will be implemented in the newly remodeled and expanded L/LRC in Coalinga and in the NDC library. (2C.74)

As of September 2004, Blackboard is the official tool of the WHCC curriculum/general education committee. Due to difficulties in the implementation of WebCMS, a curriculum management system adopted by WHCCD, the curriculum/general education committee requested a change from WebCMS to Blackboard. On fall flex day 2004, faculty training on Blackboard was provided. Beginning January 2005, WebCMS licensing will not be renewed. (2C.75, 2C.76)

As presented previously, library and other learning support services are and have been evaluated. The 'evidence' that the evaluations contribute to the achievement of student learning outcomes has not been institutionalized. However, with the hire of the district director of institutional effectiveness, planning and web services, and the migration to SIRSI, reports on multiple levels will allow generation of evidence that services of library and learning resources contribute to student learning outcomes. (2C.71, 2C.72, 2C.77)

Planning Agenda

- The Learning Resources Council will develop student learning outcomes for the library, tutoring, and media services.
- The Learning Resources Council will improve the evaluation process by developing key performance indicators that clearly mark the L/LRC's contribution to student learning outcomes.

Standard IIC Documentation References

- 2C.1 District Dean of Learning Resources Job Description
- 2C.2 District Information Technology Services (ITS) Organizational Chart
- 2C.3 Library/Learning Resources Center (L/LRC) Floor Plan
- 2C.4 Rodney B. Fitch Library Inventory
- 2C.5 WHCC/NDC Librarian Job Description
- 2C.6 Library/Learning Resources Specialist Job Description
- 2C.7 NDC Library Collection Inventory and Recommendations
- 2C.8 Grants Budget Support for Library Collection
- 2C.9 Collection Development Policy and Procedures
- 2C.10 Classroom Technology Standards
- 2C.11 Faculty Computer List
- 2C.12 Coalinga Media Services Inventory
- 2C.13 Audio Visual (AV) Request Form
- 2C.14 ITS Faculty Laptop Standards
- 2C.15 District Media Services Technician Job Description
- 2C.16 District Distance Learning Operations Manager Job Description
- 2C.17 Videoconference Classroom Detail
- 2C.18 Tutor Coordinator Job Description
- 2C.19 Tutoring Report
- 2C.20 Laptop Use Policy
- 2C.21 District Distance Education Technology Specialist Job Description
- 2C.22 West Hills Online FAQs and Getting Started
- 2C.23 District High Technology/Access Specialist Job Description
- 2C.24 Flex Day Agendas – Fall 2001 and Fall 2004
- 2C.25 Science “Collaboratory” Documents
- 2C.26 Email from Bob Holmes (11-1-04)
- 2C.27 Library Highlights 2003-2004
- 2C.28 Part-time Library Technician Job Description
- 2C.29 May 2004 Accreditation Self Study Survey
- 2C.30 Library/Learning Resource Specialist Advertisements
- 2C.31 NDC Work Schedule – Part-time Library Technician Hours
- 2C.32 Faculty and Staff Book Requests
- 2C.33 Learning Resources Council (LRC) Handbook
- 2C.34 Library Collection Analysis (Spring 2003)
- 2C.35 Email from Ralph Steinke (12-2-02)
- 2C.36 Five-Year Media Services AV Replacement Plan
- 2C.37 CAMP Tutoring Statistics
- 2C.38 Lead Tutor Coordinator Proposal
- 2C.39 College Reading and Learning Association Certification
- 2C.40 SSS Tutoring Statistics
- 2C.41 WHCC and NDC Computer Inventory
- 2C.42 Help Desk Statistics (June 2004)

- 2C.43 Library Planning Group Findings
- 2C.44 L/LRC and Tutorial Computer Lab Hours
- 2C.45 NDC Library Hours
- 2C.46 Library Subscription Databases
- 2C.47 OE/OE Computer Lab Hours
- 2C.48 Classroom B2 Usage Chart
- 2C.49 Classroom NDC16 Usage Chart
- 2C.50 2002-2003/2003-2004 TTIP Budget Allocation Letter
- 2C.51 Student Help Desk Coordinator Position Letter
- 2C.52 WHCC Website (www.westhillscollge/Coalinga)
- 2C.53 College Catalog
- 2C.54 TTIP 2003-2004 Advance Apportionment
- 2C.55 Student Help Desk 2003-2004 Annual Statistics
- 2C.56 Online Retention Tracking 2003-2004
- 2C.57 Media Services Requests 2003-2004
- 2C.58 Email from M & O Regarding Security
- 2C.59 Email from Eliseo Gamino Regarding Security at NDC
- 2C.60 District Media Services Specialist Job Description
- 2C.61 Maintenance and Operations (M & O) Daily Priority Lists – Samples
- 2C.62 WHCCD Theft Records
- 2C.63 Insurance Rider
- 2C.64 Blackboard License Contract
- 2C.65 CSUF Memorandum of Understanding
- 2C.66 Title V Project Abstract
- 2C.67 Annual Data Survey
- 2C.68 Email from Ralph Steinke – Library Automation
- 2C.69 Academic.com 2003-2004 Usage Report
- 2C.70 Tutorial Program Evaluation
- 2C.71 SIRSI Information
- 2C.72 SIRSI Contacts
- 2C.73 Non-Renewal Academic.com Email and WebCMS
- 2C.74 WHCL Wireless Network Program
- 2C.75 Curriculum/General Education Committee Meeting Minutes
- 2C.76 Board Meeting Minutes – Blackboard (6-29-04)
- 2C.77 District Director Institutional Effectiveness, Planning and Web Services
Job Description

Standard III: 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.

STANDARD III: Resources

Bertha Felix-Mata (Co-Chair) – Associate Dean of Student Learning
Marlese Roton (Co-Chair) – Counselor

A: Human Resources

Mark Arce – Counselor
Marta Henrickson – Counselor
Genie Pratt – Child Development Instructor
Alicia Rocha – Advising Specialist
Marlese Roton – Counselor

B: Physical Resources

Shaun Bailey – Skilled Maintenance Worker
April Chavarria – Health Careers Outreach Specialist
Robert Clement – Director of Athletics
Staci Mosher – Psychology Instructor
Patrick Reynoso – Custodian/Groundskeeper
Dr. Dixie Smith – Performing Arts Instructor
Harold Wiest – Performing Arts Instructor

C: Technology Resources

John Bart – Administration of Justice Instructor
Paul Blair – PC & LAN Specialist
Ron Danner - Director of Residential Living
Maggie Discont – ESL Instructor
Cindy Hauki – Business/CIS Instructor
Jessica Jimenez – Senior Secretary
Keith Paxton – Director of All Youth One Stop
Emma Santos – Financial Aid Assistant
Daniel Tamayo – International Students/Student Activities Director

D: Financial Resources

Minerva Brixey – Office Manager
Rosemary Burciaga – Office Manager
Estella Fronaberger – Secretary
Eliseo Gamino – Associate Dean of Student Learning
Bruce Hunt – Agriculture Instructor
Patty Moreno – Office Assistant
Jeff Wanderer – Biology Instructor
Scott Wilson – Math Instructor

A. Human Resources

The institution employs qualified personnel to support student learning. Personnel are treated equitably and are evaluated on a regular basis. The institution demonstrates a commitment to serving the community regardless of background. This is reflected by the diversity of West Hills College Coalinga's personnel (faculty, classified, and management). In addition, 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, qualifications, 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 plays 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 West Hills Community College District (WHCCD) policies and procedures in hiring administrators, faculty, and staff. The policies are located in the district human resources (HR) office and on the district website. WHCC has clear and publicly 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 board of trustees. Job descriptions accurately reflect: duties; responsibilities; working conditions; reporting relationship/authority; salary range and benefits; selection process; and the statement of equal opportunity employer/title 4/section 504 of ADA/title 6/age discrimination. (3A.1, 3A.2, 3A.3, 3A.4, 3A.5, 3A.6, 3A.7, 3A.8)

Once the necessity for hiring a new or replacement full-time faculty member is made, the academic senate appoints two full-time faculty members from the appropriate or closely-related discipline to serve on the hiring committee. In the event of an emergency hire when two faculty members are unavailable (i.e.

during the summer when faculty are on vacation), one faculty member is appointed by the academic senate. An instructional administrator and an equal opportunity representative (EOR) appointed by the district HR office also serve on the hiring committee. Typically, the hiring committee develops the job announcement, interview questions, and screening instruments. It then interviews candidates and makes final recommendations to the president for consideration. The president, who may ask the dean of student learning to participate, interviews the top (usually three) candidates. The president makes a recommendation to the chancellor for appointment. The final faculty candidate hired 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.6, 3A.9, 3A.10, 3A.11, 3A.12, 3A.13, 3A.14)

The academic senate also appoints two full-time faculty members from the appropriate or closely-related discipline to serve on hiring committees for part-time faculty positions. The hiring committee, including an instructional administrator, two full-time faculty, and an EOR, develops a job description and interview questions when necessary, and conducts an interview of the candidate. After the interview, the request to fill form (RTF) is forwarded to the president for signature. As new faculty job descriptions are developed, direct reference to the college's mission will be made. (3A.13, 3A.14, 3A.15)

Criteria for the hiring of full-time and part-time faculty members include meeting the minimum qualification requirements (MQR), as established by the California state board of governors (BOG), designed to establish subject matter competency in a discipline. Candidates who do not meet the MQR may have transcripts and resumes further evaluated by the academic senate equivalency committee once the appropriate documents have been submitted to the district HR office. The WHCC equivalency committee consists of a faculty member with discipline expertise, an academic senate representative, and the dean of student learning. The equivalency committee may approve or deny a prospective faculty's request for equivalency depending on whether the individual's combined work experience, certifications, and educational experience equates to the established MQR for that discipline. (3A.16, 3A.17)

Currently, all faculty members and administrators at WHCC have degrees that are earned at recognized U.S. accredited institutions. The degrees are listed in the college catalog. In 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. (3A.18)

Self-Evaluation

West Hills College Coalinga meets the standard. Board Policy 7120 on recruitment and selection and Administrative Procedure 7120 on recruitment and hiring are posted on the district website and are housed at the district HR and chancellor's offices. All applications and application-related forms are available on the district website and available by mail upon request through the district HR office. The May 2004 accreditation self study survey indicates that 69.82 percent of staff/administrator respondents agree that WHCC makes staff aware of qualifications and procedures for selecting personnel; 9.44 percent "don't know", and 20.76 percent disagree. (3A.19, 3A.20, 3A.21)

The need for appropriate faculty representation on faculty hiring committees is regularly discussed at academic senate meetings. WHCC has had some difficulty in assembling hiring committees due to limited faculty availability. To expedite the hiring process, the academic senate compiles a list of faculty by discipline willing to assist in the hiring process. Instructional administrators and the district HR office can contact faculty members directly from the list to convene a hiring panel rather than waiting for academic senate approval for individual faculty participation in the hiring process. (3A.22)

Attracting qualified applicants for administrative and faculty positions has been challenging due to the college's rural location. To improve the applicant pool, openings are advertised on the district website, in local newspapers, in minority publications, in professional publications, and in the Chronicle of Higher Education. The advertisements have improved some full-time faculty and administrative hiring applicant pools; however, part-time faculty positions continue to be difficult to fill. Part-time faculty are frequently unavailable to teach during the day due to other employment commitments, and/or are unwilling to travel more than 50 miles from Fresno or Hanford to teach in Coalinga and Firebaugh. (3A.20, 3A.23)

The district HR office maintains an Excel spreadsheet database of part-time faculty applicants who have met the minimum qualifications to teach at WHCC and NDC. The spreadsheet is provided to instructional deans for part-time hiring contact information. The database is updated as new applications are submitted. In addition, if a particular discipline does not have adequate faculty listed in the database, then HR begins local advertising to generate more applications in those disciplines. 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/update his or her information. (3A.24)

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 (WHCC) 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. However, all evaluations include written criteria that have clear expectations of performance of assigned duties and participation in institutional responsibilities and other activities appropriate to the individual's expertise as an employee of WHCC. (3A.25, 3A.26, 3A.27, 3A.28, 3A.29, 3A.30)

The board of trustees has established evaluation policies and the procedures are administered by the district HR office through the employee's direct supervisor. (3A.31)

Faculty members are evaluated according to the procedures outlined in article 4 of the 2000-2003 agreement between the district and the West Hills College faculty association (CTA/NEA). Formal evaluations for non-tenured faculty occur every year for four years, normally in the fall semester, until tenure is granted. The faculty evaluation committee is comprised of an instructional administrator and two peer faculty evaluators appointed by the academic senate. Each evaluator observes the faculty member in the classroom for at least one hour. A pre-observation meeting to prepare the faculty member for the evaluation process, and a post-observation conference to discuss the evaluation results are held with the faculty member and the evaluation committee. Student evaluations of the faculty member are conducted as well. In addition, the faculty member submits goals and a self-evaluation form; the instructional administrator summarizes the results of the evaluation process, and discusses the narrative summary with the faculty member and the faculty evaluation committee. All documentation is reviewed and signed by the dean of student learning and placed in the non-tenured faculty member's personnel file in the district HR office. (3A.32, 3A.33)

Formal evaluations for tenured faculty occur at least once every three years, normally in the spring semester. Included in the formal process are pre-observation and post-observation meetings of the faculty evaluation committee,

classroom visitations by an instructional administrator and peer evaluators, student evaluations, submission of goals by the faculty member, and a summary of the evaluation results by the instructional administrator. The narrative summary is shared with the faculty member and the evaluation committee. All documentation is reviewed and signed by the dean of student learning and placed in the tenured faculty member's personnel file in the district HR office. (3A.27, 3A.28, 3A.34)

Formal evaluations for part-time faculty occur at least once every year that 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 with the instructional administrator to discuss the evaluation results. All documentation is reviewed and signed by the dean of student learning and placed in the part-time faculty member's personnel file in the district HR office. (3A.29, 3A.33)

The evaluation procedure for classified employees is described in Article 14 in the agreement between the district and the California School Employees Association (CSEA). The supervisor evaluates classified employees three times the first year (4th month, 8th month, and 12th month), yearly for four years, and once every three years afterwards. The evaluation form is completed and discussed with the employee before being placed in the classified employee's personnel file in the district HR office. (3A.30, 3A.35)

The evaluation procedure for confidential and classified management employees as well as administrators is established in Board Policy 214. Administrators complete a written self-assessment for the previous year and set written goals for the following year. Administrators include faculty in their evaluation process every three years. 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 HR office. Confidential and classified management employees follow the same evaluation format without the required input from faculty. (3A.25, 3A.31, 3A.36)

All evaluation processes are administered to assess effectiveness of personnel and encourage improvement. In those cases where necessary, actions taken following evaluations are formal, timely, and documented. (3A.37)

Self-Evaluation:

West Hills College Coalinga meets the standard. The formal evaluation process for tenured and non-tenured faculty is completed in a timely fashion. The district HR office maintains an Excel spreadsheet to track time lines for completion of full-time faculty evaluations. The office of student learning maintains an Excel spreadsheet to track time lines for completion of part-time faculty evaluations. However, conducting timely evaluations for part-time faculty is an on-going challenge due to frequent changes in faculty and other demands on administrator's time. A concerted effort by the associate deans of student learning in 2003-2004 and 2004-2005 resulted in completion of past-due evaluations for all part-time faculty members. The May 2004 accreditation self study survey indicates that 91.12 percent of faculty respondents agree that the evaluation of faculty is completed in a systematic manner that provides input from all parties concerned; 4.45 percent "don't know", and 4.45 percent disagree. (3A.21, 3A.27, 3A.28, 3A.38)

A challenge has developed in the evaluation of online faculty. By contract, full-time online faculty are evaluated using the same evaluation procedure as face-to-face instructors. The observation questions for traditional faculty are not always appropriate for online faculty due to the differences in delivery mode. Both the classroom observation form and the student evaluation form need to be revised to reflect differences in delivery mode. For example, the wording on Question 4 of the classroom observation form--"Does the instructor meet the class on time?"--is inappropriate for online delivery. During current negotiations for the faculty contract, the CTA and the district will address the issue. (3A.27, 3A.32)

The district HR office maintains a manual tracking system for all administrative, classified management, classified, and confidential employees. The tracking system is utilized to remind supervisors when an administrative, classified management, confidential, or classified employee evaluation is due. The tracking system is a useful tool for supervisors and assists in scheduling employee evaluations. Although evaluations of administrative, classified management, classified, and confidential employees are completed on schedule, the May 2004 accreditation self study survey indicates there is a discrepancy in employee perceptions of the evaluation process. Only 53.70 percent of staff/administrator respondents agree that personnel evaluations are completed in a systematic manner providing input from all parties concerned; 16.67 percent "don't know", and 29.63 percent disagree. Further analysis is required to ascertain the reasons for the discrepancy. (3A.21, 3A.40)

The district director of HR offers PowerPoint presentations on performance appraisals, measuring job performance, and progressive discipline. Presentations train supervisors to assess the effectiveness of employees and encourage improvement. The presentations also thoroughly describe the necessary formal and timely documentation actions prior to and following difficult evaluations. (3A.41)

Planning Agenda

None.

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.

Descriptive Summary

West Hills College Coalinga (WHCC) has begun the process of developing student learning outcomes at the course level. During 2003-2004, faculty in economics, English, geography, history, and psychology developed student learning outcomes (SLOs) for a number of courses. The SLOs were added to the appropriate course syllabi and assessed during fall 2004. The effectiveness of the learning outcomes will be analyzed as part of the program review process and any necessary improvements incorporated. During fall 2004, math, science, physical education, business, child development, computer information systems, and administration of justice faculty developed SLOs for a number of courses, which will be assessed during spring 2005. As course revisions progress through the curriculum/general education committee, the SLOs are being incorporated into the course outlines and copies are provided to all faculty teaching in those disciplines. The SLOs are readily available to others in the office of student learning and on Blackboard on the college website. (3A.42, 3A.43, 3A.44)

As faculty and others develop SLOs and assess student progress toward achieving stated learning outcomes, faculty success in producing student learning outcomes will be discussed during the faculty post-evaluation meeting and included in the administrator's narrative summary. (3A.45)

Self-Evaluation

West Hills College Coalinga partially meets the standard. Plans to discuss the development and effectiveness of student learning outcomes with faculty and others during evaluation meetings are in progress. As the college continues to develop student learning outcomes at the degree, program, and course level, the academic senate and the Instructional Services Council (ISC) will work together to develop appropriate ways to incorporate student learning outcomes into the

evaluation process for full-time and part-time faculty. However, full-time faculty evaluation is subject to collective bargaining and any change in the current evaluation procedure must be negotiated between the faculty union and the district. Article 4 of the 2000-2003 agreement between WHCC and the CTA/NEA faculty bargaining unit does not address student learning outcomes as part of the faculty evaluation process. Although negotiations between the CTA/NEA bargaining unit and the district began in spring 2004, an agreement has not been reached. (3A.42, 3A.46)

An action plan needs to be developed regarding how each classified position supports student learning outcomes, and classified employees who work directly with students need to be involved. Training workshops need to be conducted to educate classified staff regarding the development of student learning outcomes and staff roles in supporting these learning outcomes. Classified staff evaluations are also subject to collective bargaining and changes in the current evaluation procedure need to be negotiated between the CSEA classified bargaining unit and the district. (3A.35)

Planning Agenda

- The Academic Senate and Instructional Services Council will make recommendations to the faculty bargaining unit and the District on how the issue of student learning outcomes should be included in the evaluation process for full- and part-time faculty.
- The Student Services Council, the Learning Resources Council, and the College Consultation Council will make recommendations to the classified staff bargaining unit and the district on how the issue of student learning outcomes should be included in the evaluation process for classified staff.

III.A.1.d. West Hills College Human Resource Department upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The board of trustees follows a written code of ethics per Board Policy 2715. A written code of ethics for West Hills College Coalinga (WHCC) employees can be found by viewing the board's bylaws, article 7, described as the "Conflict of Interest Code." Board policies follow the series 311-315 for certificated staff/faculty, and 408-409 for classified staff. The policies that deal with personnel issues are monitored and administered by the district director of HR. Appropriate policies, regulations, and manuals are updated in response to federal and state laws, legal decisions, collective bargaining, participatory governance, and executive decision. The updates are distributed by the appropriate administrative staff via email and the district website. Board policies concerning

personnel are readily available at the district HR office and on the district website. Hard copies of board policies will be provided upon request. (3A.47, 3A.48)

Self-Evaluation

West Hills College Coalinga meets the standard. The district HR office upholds a written code of professional ethics for all personnel. The May 2004 accreditation self study survey indicates that only 50.00 percent of staff respondents agree that district personnel policies are clearly written and updated regularly; 25.93 percent "don't know", and 24.07 percent disagree. WHCC needs to better inform its staff regarding personnel policies. (3A.21)

Planning Agenda

None.

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 (WHCC) employs qualified faculty and staff to meet the needs of the students and community the college serves. In fall 2004, WHCC employed 48 full-time faculty, 50 part-time faculty, 65 full-time classified staff, and 38 part-time classified staff. Currently, 29 full-time faculty are assigned to teach exclusively at WHCC, 4 faculty are assigned exclusively to NDC, and 15 faculty teach at both campuses. Out of the total number of full-time faculty, four teach exclusively at NDC. NDC employs an additional 5 full-time classified staff and 12 part-time classified employees. (3A.49, 3A.50, 3A.51)

Board Policy 303 states that faculty must meet or exceed minimum qualification requirements (MQR) as determined by the California Board of Governors (BOG). Part-time faculty must also meet the minimum qualifications criteria as determined by the BOG. In situations where the district director of HR has determined that the applicant has not met the minimum qualifications, upon request of the applicant, the application may be sent to the academic senate equivalency committee to determine if equivalency has been met based upon a combination of educational background, certifications, and work experience. (3A.3, 3A.16, 3A.17)

Faculty at WHCC meet or exceed the MQR determined by the BOG. WHCC's full-time faculty consists of 41 instructional faculty and 7 non-teaching faculty. Four faculty members possess a doctor of philosophy degree, 28 hold a master's degree, 8 have a bachelor's degree, and 6 have an associate's degree as listed in the college catalog. In addition, some faculty members hold a California community college life-time teaching credential and some occupational education instructors hold additional certifications. (3A.18, 3A.52)

Classified employees also meet or exceed the basic qualifications as stated in the job description of responsibilities based upon education, experience, and/or skill level. (3A.6)

In fall 2004, WHCC employed seven administrators: the president, dean of student learning, three associate deans of student learning, and the director of health careers. The dean of learning resources has district-wide responsibilities and maintains an office at both WHCC and WHCL dividing time equally between colleges. Administrators also meet or exceed the basic qualifications as stated in the relevant job descriptions. The president holds a doctor of education degree, the dean of student learning holds a doctor of philosophy degree, one associate dean holds a doctor of philosophy degree, two associate deans have master's degrees, the dean of learning resources has a master's degree, and the director of health careers has a registered nursing degree. (3A.5, 3A.18, 3A.53)

Self-Evaluation

West Hills College Coalinga partially meets the standard. WHCCD continues to meet the full-time faculty obligation established by the California community college chancellor's office. Prior to 2001, full-time faculty employed by WHCCD were assigned teaching responsibilities at both the Coalinga and Lemoore campuses. Faculty typically taught 2-3 days at one campus and traveled to the other campus to teach on other days. During the transition from a single- to a multi-college district, most full-time faculty were assigned to work exclusively at one of the two colleges. As of fall 2004, only the full-time faculty member in chemistry continues to teach at both Coalinga and Lemoore. Faculty at WHCC may be assigned to teach exclusively at WHCC or NDC or may teach at both campuses. Currently, 29 faculty are assigned exclusively to WHCC, 4 faculty are assigned exclusively to NDC, and 15 faculty teach at both campuses. (3A.54)

Qualified full-time faculty members meet the needs of the institution in most disciplines. However, a few instructional disciplines do not have full-time faculty representatives or do not have sufficient numbers of faculty members. Currently, there are no full-time faculty at WHCC in art, computer information systems, geology, or sociology. Consequently, articulation of courses with four-year universities has been affected and denied due to outdated course outlines in disciplines without full-time faculty members. Due to budget reductions, when

faculty in the above disciplines retired or found employment elsewhere, the faculty were not replaced. Teaching responsibilities are handled entirely by part-time faculty (i.e. art and computer information systems) or courses are not offered in disciplines where adjunct faculty cannot be found (i.e. geology and sociology). As student enrollments continue to increase and an increasing number of faculty approach retirement age, it is critical to the college's ability to meet its mission that faculty positions be replaced when vacated. The May 2004 accreditation self-study survey indicates that 41.51 percent of staff/administrator, 44.45 percent of faculty, and 67.70 percent of student respondents agree that WHCC has sufficient qualified faculty to support its programs and services; 20.76 percent of staff/administrator, 11.12 percent of faculty, and 17.14 percent of student respondents "don't know", and 37.74 percent of staff/administrator, 44.45 percent of faculty and 15.17 percent of student respondents disagree. (3A.21, 3A.50)

Currently, the dean of student learning submits a prioritized list of needed full-time faculty annually to the president for consideration. The list is based on a set of criteria including enrollment and full-time faculty equivalent loads (FTEF). However, a faculty hiring plan needs to be developed as part of the educational master plan with input from the academic senate and the Instructional Services Council (ISC) to formalize the procedure for increasing the percentage of full-time faculty in the classroom and determining when additional faculty hires in counseling and special student support programs (i.e. DSPS, EOPS, etc.) are needed. (3A.46, 3A.55, 3A.56)

In addition, it is important for WHCC to maintain an active list of part-time faculty to be used when necessary. Advertising to attract part-time faculty occurs on a regular basis in local newspapers and on the college and district websites. Advertising has proven successful in some disciplines (i.e. art, English, and computer information systems) however, it continues to be difficult to recruit part-time faculty in other disciplines (i.e. math, biology, geology, physical science, sociology, and basic skills) who are willing to travel to Coalinga and Firebaugh for limited teaching opportunities. (3A.23)

In order to improve student learning outcomes, the WHCC moved from a traditional administrative organizational model with a dean of educational services, two associate deans of educational services, and a dean of students to a student learning model. The student learning organizational structure includes a dean of student learning and three associate deans of student learning who share both instructional and student services responsibilities. The district dean of learning resources is shared with West Hills College Lemoore (WHCL). The May 2004 accreditation self-study survey indicates that 58.50 percent of staff/administrator respondents agree that the college has sufficient qualified

administrators to support student learning; 24.52 percent "don't know", and 16.99 percent disagree. (3A.5, 3A.8, 3A.21, 3A.53)

Due to state budget shortages, available support staff has decreased in many areas. Grant-funded staff have been terminated as grant money has decreased and when support staff retired or found employment elsewhere, the staff have not been replaced. Student services support staff has decreased due to budget constraints. In order to compensate for the decrease, remaining student services personnel have been cross-trained to assume the responsibilities. The maintenance and operations (M & O) department staff has also decreased. Mail delivery has been outsourced; however, current employees still sort and deliver mail. Recently, approval was given for the hiring of three 19-hour security staff members to replace the one full-time security staff member. Instructional services staff has decreased as well; however, the dean of student learning and the dean's secretary have assumed the resulting scheduling, catalog, faculty load, and curriculum responsibilities. The May 2004 accreditation self-study survey indicates that 42.59 percent of staff/administrator and 59.02 percent of student respondents agree that the college has sufficient qualified support staff to support student learning; 20.37 percent of staff/administrator and 23.34 percent of student respondents "don't know"; and 37.04 percent of staff/administrator and 17.66 percent of student respondents disagree. (3A.21, 3A.57, 3A.58)

In addition, the survey indicates that 64.81 percent of staff/administrator and 67.39 percent of faculty respondents agree that classified staff provide effective, professional services to all segments of the college community; 11.11 percent of staff/administrator and 13.04 percent of faculty respondents "don't know", and 24.07 percent of staff/administrator and 19.57 percent of faculty respondents disagree. (3A.21)

Planning Agenda

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

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 West Hills Community College District (WHCCD) board of trustees establishes and adheres to policies specifying employment policies and procedures that demonstrate the district's commitment to ensure fairness and equal opportunity in hiring. The board approved the following policies on employment procedures: Board Policy 7100 – Commitment to Diversity; Board Policy 7120 - Recruitment and Selection; Board Policy 7125 - Employment of Convicted Felons; Board Policy 7130 – Compensation; Board Policy 7210 - Employment of Academic Employees; Board Policy 7230 - Classified Employees; Board Policy 7240 - Confidential Employees; Board Policy 7250 - Educational Administrators; Board Policy 7260 - Classified Supervisors and Managers; and Board Policy 7310 – Nepotism. (3A.59)

Self-Evaluation

West Hills College Coalinga meets the standard. The district director of HR is the responsible officer who monitors practices and makes sure that federal and state regulations are followed. The district HR office has equity compliance statements regarding applicable employment regulations. The regulations are printed on all district employment applications. The compliance statements are available to all employees upon request. In addition, all members of hiring committees are provided with guidelines regarding roles on the hiring committee. Each committee includes an Equal Opportunity Representative (EOR) that has received special training and a chairperson. The members are given additional guidelines to follow. All members must sign forms that state agreement to committee responsibilities and adherence to regulations as stated. (3A.60, 3A.61)

The district director of HR takes a "snapshot" of staff diversity every fall semester (late August/early September) and keeps the data on file for internal information sharing purposes. Collected districtwide, in fall 2004, the data began to be separated by colleges. The HR director 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 council. (3A.62, 3A.63)

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 College Coalinga (WHCC) personnel records are maintained in locked cabinets in the district office under the supervision of the district director of HR. Only authorized staff members may access the files. The contents of each personnel file is restricted to documents which have been approved in Board Policy 319 or Board Policy 413. (3A.63, 3A.64)

In accordance with law, WHCC employees have access to the confidential personnel files. Supervising managers or administrators can access an employee's personnel file. An academic senate representative may review full-time faculty files before recommending tenure to the board of trustees. If applicable, documents that are exempt from such a review are removed prior to the individual file review. (3A.65)

No official personnel files are maintained at WHCC. However, during the evaluation process, supervisors have temporary evaluation files with accompanying documents. The files are forwarded to the district HR office for inclusion in personnel files upon completion of the evaluation process. (3A.66)

Self-Evaluation

West Hills College Coalinga meets the standard. It is the practice of the district HR office to ensure the security and confidentiality of personnel records as per Board Policy 319 for certificated staff and Board Policy 413 for classified staff. HR staff have been trained to ensure that personnel records remain accurate, complete, and private. To date there have been no issues or complaints with the security and confidentiality of personnel records. (3A.63, 3A.64)

The district HR office has a procedure in place for employees to view the confidential personnel files. A member of the HR staff must be present when an employee or supervising manager or administrator views a personnel file. (3A.65)

Planning Agenda

None.

III.A.4. The institution demonstrates through policies and practices and 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

As stated in its vision statement, West Hills College Coalinga (WHCC) “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.” As a result, the college attempts to hire faculty and staff that demographically represent the communities the college serves. WHCC relies on the district faculty and staff diversity plan in accordance with Title 5 of the California education code, which includes procedures to be used for the recruitment of a diverse staff. (3A.67, 3A.68)

Programs and training addressing diversity issues have been offered to all personnel through both the district HR office and the learning resources department. (3A.69)

Various board policies address equity and diversity and have appropriate references. In addition, WHCC publications contain a compliance statement referring to title 5 of the civil rights act of 1964, title 9 of the educational amendments of 1992, section 1975, and section 508 of the rehabilitation act of June 2001. The compliance statement is cited in both English and Spanish. (3A.18, 3A.70)

The newly approved WHCC strategic plan includes a mission statement, as well as goals and key performance indicators that emphasize equity and diversity. (3A.13, 3A.71)

A district affirmative action plan written in spring 1999 was updated in 2003 to reflect the Connerly Decision and includes the faculty and staff diversity plan for effective hiring and equal employment/diversity training concerns. (3A.68, 3A.72)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCC continues to embrace the philosophy of honoring the diverse backgrounds that its employees bring to the campuses. The current district faculty and staff diversity plan was last revised during the 1995-96 academic year and set hiring goals for 1996-97, 1997-1998, 1998-99. The diversity committee chaired by the chancellor is currently working on changes to the diversity plan for resubmission to the district council on student learning (DCSL) and the board of trustees for consideration. The district HR office maintains the document electronically and updates are made per direction of the diversity committee. (3A.68)

Both the district HR office and the learning resources department continue to offer programs on diversity. Despite strong marketing efforts, attendance has been minimal. Even so, evaluations and informal feedback from attendees has been positive and encouraging. Human resources (HR) and learning resources continue to assess and work to improve current strategies to increase attendance at diversity programs and workshops. (3A.73)

The WHCCD board of trustees is actively engaged in updating its board policies to be in alignment with the Community College League policies and procedures; however, the process only occurs after policy changes have been reviewed by the DCSL. The process will include policies and procedures on diversity and equity. (3A.74)

The "Voices, Values, and Vision" dialogue with campus and community constituents resulted in the development of the WHCC strategic plan for 2004-2009. Conversations included issues dealing with equity and diversity and embedded throughout the document are goals and key performance indicators that reflect WHCC's commitment to equity and diversity. (3A.71, 3A.75)

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 (WHCC)'s mission statement (2004-2009) commits "college-wide staff and resources to the student learning process" and provides "educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve." Consistent with its mission, WHCC has relied on the faculty and staff diversity plan in accordance with Title 5 of the California education code for procedures to be used for the recruitment of diverse faculty and staff. (3A.13, 3A.68)

The district director of HR reviews 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.76)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCC maintains a commitment to equal opportunity employment, particularly with regard to outreach and hiring.

WHCC regularly uses district website postings, internet list serves, local newspapers, minority publications, the Chronicle of Higher Education, California Community College Registry, professional magazines, and bulk mailings to recruit the largest number of candidates possible. (3A.23)

Data such as gender and ethnicity is requested (optional) from each individual applying for employment with the college. The information is kept confidential through the district HR office. The district director of HR, the college president, and administrators analyze the data to determine if the college is effective in its advertising strategies. (3A.77)

However, WHCC's rural location and relatively small community population is a hindrance to hiring an already critically-limited pool of qualified candidates who are ethnically and/or culturally diverse. Even so, WHCC's record on employee diversity in terms of gender, age, languages spoken, and culture and/or ethnicity is solid. The district director of HR completed a draft document in July 2004 entitled "Diversity Research on Masters Programs to the Chancellor". The document provides demographic research data on the shrinking labor pool of qualified applicants, which reflect the demographic populations of the students and communities served by WHCC. (3A.78)

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 (WHCC) values people and one of its core values is "to commit to providing a learning/working environment that optimizes the potential of those people." (3A.71)

Self-Evaluation

West Hills College Coalinga meets the standard. Integrity in the treatment of its administration, faculty, staff, and students is demonstrated through accessibility to supervisors, staff development opportunities, collaborative decision-making, and the provision of resources, including state-of-the-art technology to meet student learning needs.

WHCC provides its employees with adequate access to supervisors. The May 2004 accreditation self study survey indicates that 90.74 percent of staff/administrator respondents agree that they have adequate access to their

supervisor; 3.70 percent "don't know", and 5.56 percent disagree. As top level administrators, the president and the dean of student learning have an "open door" policy. However, only 50.00 percent of staff/administrator respondents agree that WHCC provides adequate access to top level college administrators; 27.78 percent "don't know", and 22.22 percent disagree. Top level college administrators need to better inform staff regarding the "open door" policy. (3A.21)

A large majority of faculty respondents (84.10%) agree that they have adequate access to college administrators, 6.82 percent "don't know", and 9.10 percent disagree. However, the data for students is less positive. Although 69.37 percent of student respondents agree that they have adequate access to faculty members, 20.68 percent "don't know", and 9.97 percent disagree. The large number of "don't know" responses indicates that faculty need to better inform students regarding availability for appointments and office hours. (3A.21)

WHCC is committed to personal, professional, and institutional development for the growth of its employees as stated in Board Policy 7135 and Administrative Procedure 7135. Reimbursement of up to \$3000 per year is available for course work completed at an accredited university or college. In addition, flex day programs and other staff development opportunities are offered to faculty and staff each semester, including workshops on various leadership skills, conflict resolution, diversity training, dealing with difficult people, and student learning outcomes. For example, in August 2004, the district director of HR provided customer service training for student support services staff. In November 2004, a professional development day for classified staff members was held. A motivational speaker, Dr. Joe Sabol, retired dean of agriculture and professor of agricultural education at Cal Poly, San Luis Obispo, focused on building alliances for success. The dean of student learning provided two district-wide faculty workshops on student learning outcomes in 2003-2004 and two in 2004-2005. (3A.79, 3A.80, 3A.81, 3A.82)

Two associate deans of student learning attended the association of California community college administrators (ACCCA) leadership conference in July 2004. The dean of student learning and two faculty members attended the Academic Senate Curriculum Training Institute. In addition, WHCC encourages faculty and staff to share their professional knowledge and experience with others. In May 2004, the academic senate president gave a presentation on athletic learning communities at NISOD in San Antonio, Texas. In October 2004, the precision agriculture instructor presented a paper on Development and Implementation of a Farm Water Conservation Program within the Coachella Valley Water District, California at the 2004 Water Management Conference on Water Rights and Related Water Supply issues in Salt Lake City, Utah. (3A.83, 3A.84, 3A.85, 3A.86)

However, WHCC needs to better inform and motivate its employees regarding professional development opportunities. The May 2004 accreditation self study survey indicates that 53.70 percent of staff/administrator respondents agree that staff have the opportunity for conference/workshop and other training for staff development to maintain currency; 20.37 percent "don't know", and 25.93 percent disagree. The survey indicates that 67.39 percent of faculty respondents agree that faculty have the opportunity for conference and workshop attendance to maintain currency in learning technologies; 15.22 percent "don't know", and 17.39 percent disagree. However, only 33.34 percent of faculty respondents agree that faculty are taking advantage of access and opportunities with regard to student learning outcomes and discipline-related professional development; 51.12 percent "don't know", and 15.56 percent disagree. In October 2004, the Instructional Services Council (ISC) began dialogue about ways to motivate its faculty to participate in professional development activities through increasing the perceived value of the opportunities, including having faculty write about personal professional development learning experiences in a college newsletter, the Coalinga Record newspaper column, and through faculty presentations in instructional area meetings and on flex days. (3A.21, 3A.87)

WHCC demonstrates integrity in the treatment of its students, faculty, administrators, and staff through its commitment to collaborative decision-making. As part of the process of establishing itself as a separate college in a multi-college district, WHCC revised its committee and administrative organizational structure. The proposed changes were discussed on several occasions with faculty, staff, student, and community constituents as part of the college's belief that "dialogue with the students, the faculty, the staff, and the community" guide "our thinking and our actions." The new council organizational structure has broad-based membership, including student, faculty, staff, and administrator representatives. Each council is responsible for recommendations for staff development, budget, technology, evaluation, planning, research, student learning outcomes, and program review related to its specific constituency. (3A.53, 3A.71, 3A.88, 3A.89, 3A.90, 3A.91, 3A.92)

In addition, each council is responsible for achievement of one of WHCC's goals. The College Consultation Council (CCC) decided to use a "quality circle" process to ensure maximum participation from all constituency representatives in finding ways to achieve the goal. The appropriate council will place the goal's key performance indicators (KPI) on the strategic plan timeline 2004-2009 for resolution. A key performance indicator is first rephrased as a problematic statement; causes of the problem are brainstormed and listed on a fishbone diagram; minor causes are eliminated; and major causes are listed and rephrased. Solutions are then implemented at the council level or forwarded as recommendations to the CCC for consideration. The May 2004 accreditation self study survey indicates that 38.89 percent of staff/administrator and 54.35

percent of faculty respondents agree that the college administration supports a decision-making process that involves people who will be affected by the decision; 14.81 percent of staff/administrator and 15.22 percent of faculty respondents “don’t know”, and 46.30 percent of staff/administrator and 30.43 percent of faculty disagree. Considering the disparity between the large number of staff/administrator and faculty respondents who disagreed on the survey and the all-inclusive decision-making process that WHCC has developed in the past two years, it is imperative that WHCC better educate its administrators, faculty, staff, and students regarding the individual’s ability to participate in the process. (3A.21, 3A.88, 3A.80, 3A.90, 3A.91, 3A.92, 3A.93)

WHCC also demonstrates integrity in its treatment of faculty and students through providing state-of-art-technology in the classroom. The technology standard for each classroom includes a video-data projector, screen, amplifier, videocassette recorder, DVD player, surge protector, audio cable, speakers, and ethernet connectivity for laptops. 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. Part-time faculty can check out a laptop from media services on a first-come/first-served basis. (3A.94)

In addition, five videoconference rooms broadcast courses to students between campuses, making courses available to students that otherwise would be inaccessible due to low enrollments. All five classrooms incorporate high-end videoconference equipment with the classroom standard for technologies (video-data projector, screen, videocassette recorder, amplifier, and ethernet connectivity for laptops) as well as a document camera, an additional video data projector for far-end classroom projection, microphones, student and faculty cameras, and AMX panel for one-touch instructor control. Faculty travel from site to site alternating class sessions in order to provide physical presence to all students. (3A.95)

Planning Agenda

None.

III.A.5. The institution plans professional development activities to meet the needs of its personnel and systematically evaluates professional development programs, using the results of program evaluations as the basis for improvement.

III.A.5.a. The institution is actively engaged in both classified and certificated professional development activities throughout the year, usually on flex and duty days each semester.

Descriptive Summary

West Hills College Coalinga (WHCC) in concert with the district provides extensive opportunities for professional development throughout the year for both certificated and classified staff. WHCC has two flex days (August and January) and two duty days (August and January) each academic year, which provide technological and pedagogical training. In addition, district learning resources staff offer technology training sessions throughout the academic year in AV/academic technologies, Blackboard/online instruction, videoconference technologies, and computer system basics. The human resources department provides training for personnel districtwide and is available upon request with a variety of relevant topics for classified, administrative, or certificated personnel as well. (3A.96, 3A.97, 3A.98)

Self-Evaluation

West Hills College Coalinga meets the standard. The district-level certificated staff development committee is comprised of the dean of learning resources (chair) and faculty representatives appointed by the WHCC and West Hills College Lemoore (WHC) academic senates. The district-level classified staff development committee is comprised of the director of HR (chair) and classified representatives solicited by CSEA. The committees conduct regular meetings, and the committees' main function is to plan and evaluate professional development activities for all campuses, including flex/duty day activities. During the transition from a single- to a multi-college district, WHCC is developing a new staff development committee organizational structure and process. Each college council is responsible for staff development for the college constituency that it represents. For example, staff development for certificated faculty is the responsibility of the Instructional Services Council (ISC), and staff development for student support services employees is the responsibility of the Student Services Council (SSC). 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. In addition, the council discussed multiple possible funding sources, disseminating information regarding professional development opportunities, and development of a college-level application approval process linked to its value for achievement of student learning outcomes. (3A.46, 3A.87, 3A.88, 3A.96)

Professional development activities, including those on flex and duty days, address relevant topics such as student learning outcomes and learning communities. For example, for fall 2004 flex day the college president engaged Scott Corbett, history faculty member from Oxnard College, to present a workshop on the new accreditation standards and student learning outcomes from a faculty perspective. In November 2003, the accreditation tri-chairs invited Joe Moreau, dean of academic services at Mira Costa College and former dean of learning resources at WHCCD, to discuss the new accreditation

standards and student learning outcomes with the standard committees. The grant-funded Title 5 bridge program has been instrumental in providing faculty and staff with professional development activities on learning communities. Title 5 sent faculty to the University of California at Berkeley learning communities convocation as well as brought speakers to WHCC. (3A.99, 3A.100, 3A.101, 3A.102)

District professional development funds have been severely limited due to the discontinuance of staff development funds from the state. The district does continue to support an employee educational assistance plan that allows employees to participate 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 for \$3000/year tuition costs. Seven employees at WHCC are currently taking advantage of the plan. (3A.103, 3A.104)

Planning Agenda

None.

III.A.5.b. The institution evaluates flex and duty day activities and uses the results to develop year round training.

Descriptive Summary

Written forms are provided for faculty and staff to complete after each West Hills College Coalinga (WHCC) flex and duty day professional development training session evaluating the effectiveness of the presentation. Responses to session questionnaires are used to develop subsequent training. (3A.105, 3A.106)

Self-Evaluation

West Hills College Coalinga meets the standard. As a result of feedback on flex and duty day evaluation forms and with increasing use of technology at WHCC, the learning resources department began offering varied technology training sessions throughout the academic year. (3A.98)

In spring 2004, the district certificated staff development committee conducted a survey of faculty districtwide. The faculty training sessions offered in 2004-05 reflect the responses to that survey. For example, one of the highest-ranked requests from faculty concerned student health in the classroom. Consequently, in October 2004, a workshop was held to "help us know what to do if a student goes into seizure, or starts choking, shortness of breath, and so on." (3A.107, 3A.108, 3A.109)

Evaluations are also requested at the conclusion of all training workshops conducted by the district HR office. The evaluations are used to modify or enhance the session evaluated or to create new sessions. (3A.110)

Planning Agenda

None.

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.

Descriptive Summary

West Hills College Coalinga (WHCC) integrates human resource planning with institutional planning. One of the college's core organizational values is "people". The success of WHCC depends on the quality of the faculty, support personnel, and administration. The academic senate and the Instructional Services Council (ISC) evaluate and prioritize faculty hiring needs to order to meet the college's mission "to commit college-wide staff and resources to the student learning process." In addition, student support services personnel needs are evaluated and prioritized by the Student Services Council (SSC). The priority lists are then presented to the College Consultation Council (CCC) for consideration, which makes recommendations to the president. (3A.13, 3A.46, 3A.71, 3A.89, 3A.90, 3A.111, 3A.112)

Self-Evaluation

West Hills College Coalinga partially meets the standard. The evaluation of the effective use of human resources in instructional and student service program review processes aids in establishing the specific needs for personnel in each program. Each council is responsible for ensuring that program reviews for its relevant areas are completed and a summary with recommendations forwarded to the CCC. The CCC evaluates and forwards recommendations to the president. (3A.46, 3A.89, 3A.90, 3A.91, 3A.92, 3A.113, 3A.114, 3A.115)

While there is integration of human resource planning and institutional planning, the need for additional human resources is not always met due to budget restrictions. For example, the lack of full-time faculty in disciplines such as art, geology and sociology restrict course offerings due to the inability to find qualified part-time faculty and/or the limitations placed on part-time faculty load (60%). In addition, even with a restructuring of the work schedule of NDC that resulted in closure of the facility on Fridays to maximize current staff contact with students, staff shortages exist. Only one 19-hour position exists to provide library and media services for approximately 500 students. (3A.116)

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.

Standard IIIA Documentation References

- 3A.1 Board Policy 209 – Employment of Superintendent
- 3A.2 Board Policy 212 – Employment of Management Personnel
- 3A.3 Board Policy 303 – Employment of Certificated Staff
- 3A.4 Board Policy 402 – Employment of Regular Classified Personnel
- 3A.5 Administrator Job Descriptions – Samples
- 3A.6 Classified Employee Job Descriptions – Samples
- 3A.7 Certificated Staff Job Descriptions – Samples
- 3A.8 Board of Trustees Meeting Minutes (7-20-04)
- 3A.9 Full-time Faculty Interview Questions – Samples
- 3A.10 Full-time Faculty Screening Instruments – Samples
- 3A.11 Full-time Faculty Job Announcements – Samples
- 3A.12 Full-time Faculty Teaching Demonstrations – Samples
- 3A.13 Mission Statement
- 3A.14 Part-time Faculty Interview Questions – Samples
- 3A.15 Request to Fill (RTF) Form
- 3A.16 Minimum Qualification Requirements (MQR) Handbook
- 3A.17 Academic Senate Equivalency Policy
- 3A.18 College Catalog
- 3A.19 Board Policy 7120 – Recruitment and Selection
- 3A.20 District Website (www.westhillcollege.com)
- 3A.21 May 2004 Accreditation Self Study Survey
- 3A.22 Academic Senate List of Faculty for Hiring Committees
- 3A.23 Faculty Advertisements
- 3A.24 HR Excel Database of Part-time Faculty
- 3A.25 Administrator Evaluation Form
- 3A.26 Classified Management Evaluation Form
- 3A.27 Full-time Tenured Faculty Evaluation Form
- 3A.28 Full-time Non-tenured Faculty Evaluation Form
- 3A.29 Part-time Faculty Evaluation Form
- 3A.30 Classified Staff Evaluation Form
- 3A.31 Board Policy 214 – Confidential and Management Evaluations
- 3A.32 2000-2003 Faculty Contract
- 3A.33 Student Evaluation Form
- 3A.34 Evaluation Narrative Summary
- 3A.35 Classified Staff Contract
- 3A.36 Administrator Self-Assessments – Samples
- 3A.37 Documented Evaluation Actions
- 3A.38 Tracking Sheet for Full-time Faculty Evaluations
- 3A.39 Tracking Sheet for Part-time Faculty Evaluations
- 3A.40 HR Employee Evaluation Tracking Sheet
- 3A.41 HR PowerPoint Training
- 3A.42 Student Learning Outcomes – Samples

- 3A.43 PSYCH 5: Five Year Course Revision
- 3A.44 WHCC Website (www.westhillcollege.com/Coalinga)
- 3A.45 Faculty Evaluation – Narrative Summary – Student Learning Outcomes
- 3A.46 Instructional Services Council (ISC) Handbook
- 3A.47 Board Policy 2715 – Code of Ethics/Standards of Conduct
- 3A.48 Board Bylaws Article VII – Conflict of Interest Code
- 3A.49 Full-time Classified Staff Reporting Assignments
- 3A.50 2004-2005 Learning Center/Instructional Area Faculty
- 3A.51 Fall 2004 Part-time Faculty List
- 3A.52 Life Time Credentials/Certifications – Samples
- 3A.53 WHCC Administrative Organizational Chart
- 3A.54 Fall 2004 Faculty Load Reports
- 3A.55 Faculty Hiring Priority Lists – Samples
- 3A.56 Educational Master Plan
- 3A.57 Board Meeting Minutes – Approval of 19-hr Security Positions
- 3A.58 19-hr Security Staff Job Description
- 3A.59 Board Policies 7100, 7120, 7130, 7210, 7230, 7240, 7250, 7260, 7310
- 3A.60 Equity Compliance Statements
- 3A.61 Hiring Committee Forms
- 3A.62 HR Employee Diversity Data
- 3A.63 Board Policy 319 – Personnel Files – Certificated Staff
- 3A.64 Board Policy 413 – Personnel Files – Classified Staff
- 3A.65 HR Procedure for Viewing Confidential Files
- 3A.66 Temporary Evaluation Files Sample
- 3A.67 Vision Statement
- 3A.68 District Faculty and Staff Diversity Plan
- 3A.69 Diversity Training Programs/Workshops
- 3A.70 Board Policies 111, 114, 115, 116, 301, 303a, 304, 320, 321, 402, 406, 503, 519, 607, 713, 808
- 3A.71 Strategic Plan
- 3A.72 District Affirmative Action Plan
- 3A.73 Diversity Program/Workshop Evaluation Data
- 3A.74 Recently Updated Board Policies Regarding Diversity and Equity
- 3A.75 “Voices, Values and Vision” Document
- 3A.76 IPEDS Data Report
- 3A.77 Employment Ethnicity Form
- 3A.78 Diversity Research on Masters’ Programs Document
- 3A.79 Customer Service Training for Student Services (August 2004)
- 3A.80 Professional Development Day for Classified Staff Agenda (11-12-04)
- 3A.81 Email from Larry Rathbun Regarding Joe Sabol (10-21-04)
- 3A.82 Student Learning Outcomes Workshops
- 3A.83 ACCA Leadership Training Binder
- 3A.84 Academic Senate Curriculum Institute Binder
- 3A.85 Marlon Hall’s Presentation at NISOD

- 3A.86 Clint Cowden's Paper on Water Conservation
- 3A.87 ISC Meeting Minutes – Professional Development (10-8-04)
- 3A.88 WHCC College Council Organizational Chart
- 3A.89 College Consultation Council (CCC) Handbook
- 3A.90 Student Services Council (SSC) Handbook
- 3A.91 Learning Resources Council (LRC) Handbook
- 3A.92 Facilities Development Council (FDC) Handbook
- 3A.93 CCC Meeting Minutes – Quality Circles (9-30-04)
- 3A.94 Classroom Technology List
- 3A.95 Videoconference Classroom Technology List
- 3A.96 Flex and Duty Day Agendas
- 3A.97 Human Resources Training
- 3A.98 Learning Resources Training
- 3A.99 Scott Corbett Presentation – Flex Day (August 2003)
- 3A.100 Joe Moreau's Presentation Notes
- 3A.101 Learning Communities Presentation (8-10-04)
- 3A.102 Email from Beverly Smith (1-29-02)
- 3A.103 Board Policy 7135 – Employee Education Assistance Plan
- 3A.104 Administrative Procedure 7135 – Employee Education Assistance Plan
- 3A.105 Flex Day Evaluation Forms – Samples
- 3A.106 Evaluation Data from Flex Days – Subsequent Training
- 3A.107 Certificated Staff Professional Development Survey (Spring 2004)
- 3A.108 2004-2005 Listing of Training Sessions
- 3A.109 Email from Susan Kincade (10-1-04)
- 3A.110 HR Training Session Evaluation Forms
- 3A.111 2005-2006 Faculty Hiring Priority List
- 3A.112 2005-2006 Student Support Services Hiring Priority List
- 3A.113 Instructional Program Review Handbook
- 3A.114 Non-instructional program Review Handbook
- 3A.115 Program Review Documents – Samples
- 3A.116 NDC Work Schedule Reorganization

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resources planning are 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.

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 (WHCC) as described in the Facilities Development Council (FDC) handbook relates directly to the college mission and demonstrates the institution's commitment to providing student-centered learning opportunities for its diverse population. The planning and prioritization of the remodeling of current facilities and the building of new facilities is coordinated by the FSC. The purchase and maintenance of hardware and software is coordinated by the WHCCD information technology systems department (ITS). Physical resources planning is also integrated with institutional planning. The strategic plan, master education plan, and the facilities master plan serve as guiding documents for facilities planning to assure that safe and sufficient physical resources are available to ensure the integrity and quality of the WHCC programs and services. (3B.1, 3B.2, 3B.3, 3B.4, 3B.5)

WHCC maintains a comprehensive college in Coalinga and a center in Firebaugh. The 40-acre campus site at Coalinga consists of 200,932 square feet of building space, including 24 buildings ranging in age from 37-47 years old. There are 38 acres of lawns, flowers, and shrub beds. There is one baseball field, one softball field, and two football practice fields. The buildings on the main Coalinga campus include: classrooms; two science "collaboratories"; five computer labs, psychiatric technician facility, library and learning resource center, large lecture hall, theater, ceramics lab, art classroom, technology building, print shop, dining hall, two residence halls, student center, bookstore, faculty and staff offices, gymnasium, athletic training and wellness facility, maintenance shop, storage buildings, child development center, student services and administrative buildings. The campus buildings were constructed between 1955 and 1991. (3B.6, 3B.7)

In 1998, with the aid of the district architect, the Addington Partnership (TAP), modernization of the buildings has continued uninterrupted since the passage of local bond, measure G, and a statewide bond, proposition A. The bond measures provided over \$12 million in modernization and maintenance improvements on the Coalinga campus. In addition, the district owns a new 230-acre "Farm of the Future" donated by the Allen family, which currently houses the district offices, faculty offices, two classrooms, and a computer laboratory. The "old" farm in the center of town, which still houses the rodeo facilities, is in the process of being sold. The rodeo facilities will be moved to the new farm at that time. (3B.7, 3B.8, 3B.9, 3B.10)

In 1971, to more effectively serve the district, the North District Center (NDC) was built in the City of Firebaugh on property leased from the local high school district. In 1996, NDC was relocated to a leased converted bowling alley that was constructed in 1965 in the City of Firebaugh. Measure G and proposition A also provided over \$2 million in funds for modernization of NDC, which was completed in spring 2001. All educational services are contained within one building that includes 14,680 square feet of space. The building includes classrooms, administrative and student support areas, two distance education classrooms, two computer classrooms, a science "collaboratory", a bookstore, library facilities, and faculty office space. In addition, two 4-year-old portable buildings house the child development center. (3B.7, 3B.10, 3B.11)

The maintenance and operation of all physical facilities is the responsibility of the director of maintenance and operations (M & O). The M & O director reports to the WHCC president and is a member of the President's Council, the College Consultation Council (CCC), the Facility Development Council (FDC), and the district risk management committee. The director cooperates with the councils in supporting institutional goals. Additionally, M & O is organized into the functional areas of maintenance, custodial, and grounds for the Coalinga campus and one maintenance and operations staff member located at NDC. (3B.1, 3B.12, 3B.13, 3B.14)

Self-Evaluation

West Hills College Coalinga meets the standard. The college provides a high-quality physical environment and equipment in support of its commitment to student learning outcomes as described in the strategic plan. In 1998, the passage of a local bond initiative (measure G) and state capital projects funding (proposition A) allowed the remodeling of 14 buildings on the Coalinga campus and at NDC. The old facilities were remodeled to support existing and emerging programs and technologies and to provide design flexibility to accommodate programs yet to come. Buildings were remodeled to include a computer classroom, an open entry/open exit (OE/OE) computer lab, two basic skills computer classrooms, two science "collaboratories", psychiatric training facility,

theater, athletic training room, and several general purpose classrooms. Currently the facilities supporting instructional programs at WHCC are excellent. Facility space and remodeling projects are described in the space utilization summary report. (See Standard III.B.2.a, 3B.2, 3B.15, 3B.16)

The dean of student learning as part of the regular course scheduling process tracks room allocation through semester room use charts, which provide information regarding the total number of hours each classroom is used per week. Future facilities allocations are based on a 54-hour standard of room use per week. The California community colleges chancellor's office requires WHCC to update its space inventory each year. The document details the type of usage for space in every building and becomes part of the justification for the five-Year construction plan, which is a collaborative effort between the FDC and the district architect's office. The most recent room space inventory was completed in October 2004. (3B.16, 3B.17, 3B.18)

WHCC has plans to retrofit existing facilities in the areas of high efficiency lighting, adaptive electrical, and HVAC load control with funding from various grants and scheduled maintenance funding from the state. Working with the California Energy Commission, the district has completed campuswide projects and is continuing to fund projects in the areas of lighting retrofits; high efficiency motors and/or variable speed drives; central plant redesigns; modular domestic hot water systems; low flow shower heads, and an energy management system, which includes lighting, economizers, fan systems, HVAC water loops, and heating/cooling equipment. A plan for ensuring that classroom facilities are reviewed and updated each year to meet student learning needs has not been developed but is being considered. The retrofitting of existing facilities is an important part of providing students, faculty, administrators, and staff with a safe, comfortable educational environment. The May 2004 accreditation self study survey indicates that 70.37 percent of staff/administrative respondents agree that the college provides adequate classrooms, restrooms, labs, computers and food facilities; 7.41 percent "don't know", and 22.22 percent disagree. (3B.19, 3B.20)

The M & O Department has established effective management procedures enabling it to support WHCC's mission and goals. M & O staff meet on a daily basis to prioritize workload. Custodial staff members perform "task-orientated cleaning" procedures. A quality assurance inspection plan is used as an evaluation tool for custodial services. Presently, the scheduling and tracking for preventive maintenance and predictive management is accomplished through a computer database. The system tracks work orders with weekly, monthly, and quarterly computer-generated reports. Work requests are tracked by a computer database and reviewed monthly. Software for the management procedures is currently in place and undergoing application testing and modification. The

director is also evaluating specific software for enhanced facilities management. The May 2004 accreditation self study survey indicates that 50.00 percent of staff/administrator respondents agree that required maintenance for equipment in classrooms, labs and offices is performed in a regular and timely manner; 24.07 percent "don't know", and 25.93 percent disagree. (3B.20, 3B.21)

The Facilities Development Council (FDC) not only focuses on facilities construction, but also addresses other related issues that impact students, faculty, administrators, and staff, such as parking, lighting, and security. The council's broad representation, including administrators, faculty, classified support staff, students, and a representative from the district architect's office, provides for continuous input on relevant issues. Working in conjunction with the president, the director of M & O (maintenance), district architect (project priority), dean of student learning (academic impact), district vice chancellor for business services (funding), and the district risk management committee (safety), issues are reviewed for appropriate action. Issues are tracked in monthly meetings until resolved. For example, emergency security call boxes have been tracked over a number of meetings that included discussions regarding phone locations, funding, bidding, and installation. (3B.1, 3B.22)

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

West Hills College Coalinga (WHCC) focuses on constructing and maintaining physical resources to ensure access, safety, security, and a healthful learning and working environment. Facilities are designed and constructed according to building codes and the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safety and handicapped accessibility. Facilities construction and remodeling is reviewed by the California Division of the State Architect (DSA) to insure compliance with access and safety requirements. The facilities are maintained and operated in accordance with the California Occupational Health and Safety Act (Cal/OSHA). (3B.23, 3B.24)

The maintenance and operations (M & O) director has overall supervisory responsibility for security; safety; shipping and receiving; mail; transportation; and parking; as well as building and grounds maintenance for all college buildings; walkways; parking lots; and landscaping on the Coalinga campus;

NDC; the "Farm of the Future"; and the child development centers in Avenal, Firebaugh, and San Joaquin. In addition, the M & O department is responsible for "event set up" for many athletic, district, college, and community-sponsored events. (3B.12)

Current M & O staff members consist of one director, two full-time grounds-keepers, two full-time custodians, two nineteen-hour per week custodians, and two full-time skilled maintenance workers. Temporary student workers, temporary workers, and contracted services are utilized as needed. M & O maintains quality through regular inspections of the facilities in Coalinga and NDC. The M & O director regularly attends district risk management meetings and Joint Powers Insurance Authority (JPA) safety meetings. The district risk management committee meets regularly to review safety issues and make recommendations for action to the district vice chancellor of business services. Skilled maintenance personnel perform general routine maintenance for the Coalinga campus five days per week and for NDC, including the child development centers, four days per week on a schedule that doesn't interfere with campus activities and instruction. The M & O director and staff are readily accessible through the use of pagers on a 24/7 basis. (3B.25)

The district architect has developed a schedule of deferred maintenance to be implemented when budgeted resources become available. Maintenance schedules include safety, access, and security. The California community colleges chancellor's office usually supports scheduled/deferred maintenance projects in the areas of roof, utilities, and electro-mechanical repair and replacement. However, due to budget restrictions in the past two fiscal years, much of the typical support has been lacking, forcing delay of some projects. (3B.19)

Self-Evaluation

West Hills College Coalinga meets the standard. Insufficient funds for staffing for maintenance and repairs of facilities sometimes prevent completion of needed maintenance and repairs in a timely manner. Consequently, items are prioritized in daily meetings with safety issues given first priority. Due to shortage of staffing, attendance at council and committee meetings places an additional strain on over-burdened staff, and frequently staff are unable to participate. However, when an emergency arises, the M & O staff is willing to do whatever it takes to support student learning. For example, in October 2004 when a faculty member was hospitalized and unable to finish the set construction for an upcoming play, the M & O staff completed the sets so that the play could continue. (3B.26)

All facilities have fire extinguishers, and each year WHCCD contracts for services to have fire extinguishers tested, recharged, or replaced as necessary. (3B.27)

The lack of security at WHCC has been an item of concern until recently. The 19-hour night security position for the residence halls has not been funded since fall 1999, and the evening supervisor position was discontinued in 2002. In order to address the security issue, the board of trustees approved the hiring of three 19-hour security positions for the Coalinga Campus, and in November 2004, the hiring process was completed. Two pay phones are available on the Coalinga campus and emergency call boxes have been purchased and installed in central locations. The men's residence hall is equipped with surveillance cameras. Although these cameras have not worked since fall 2003, the cameras are currently being replaced. Additional campus surveillance services for the Coalinga campus and NDC are in the planning stages. The Coalinga police department conducts preventive patrol and responds to calls for service. (3B.22, 3B.28)

WHCC has programs in place to promote a healthful learning and working environment. Smoking is prohibited in the buildings. Board Policy 809 states that "priority shall be given to a smoke-free learning, working and living environment." Signage is planned for the outside of all buildings throughout the college. Cal/OSHA regulations related to safety are followed. Bio and hazmat materials are handled and stored appropriately. Asbestos installed in earlier construction is removed in all remodels. A chemical locator binder, which identifies chemicals currently in inventory, is kept in the science "collaboratories" and in the office of student learning. Collection of chemical waste currently follows the 90-day disposal policy required by the health and safety code. The collection is started on a specific date and closed within 90 days. The district HR director contacts hazmat haulers who bid for removal of the products. The bids are submitted to the district risk management committee for approval, and the hazardous waste picked up for disposal within 90 days. The current chemical hygiene plan is being updated and the revision was reviewed by the district risk management committee in October 2004. WHCCD has requested assistance from the JPA in determining whether the district might be exempted from the 90-day disposal requirement since such small quantities of organic and inorganic fluids and materials are generated. An annual inventory of hazardous materials is kept in the M & O office. (3B.29, 3B.30, 3B.31, 3B.32, 3B.33, 3B.34)

Although new or remodeled buildings meet the accessibility standards described in the Americans with Disability Act (ADA), accessibility for the disabled is a concern in older buildings. While WHCC recognizes that some older facilities do not meet current construction code requirements, the Facilities Development Council (FDC) plans for upgrades as funds become available. A transitional plan per ADA has been created for both the Coalinga and NDC sites and is updated regularly with the FDC. Architectural barrier projects have improved sidewalks, curbs, restroom stalls, fixture upgrades, and parking lots. Installation of

semiautomatic doors at NDC and the student services building in Coalinga are a priority. (3B.1, 3B.35)

The FDC is developing an emergency preparedness plan to address emergencies and appropriate responses. The plan will include emergency phone numbers, specific response instructions, and a campus map depicting location of emergency phones, fire alarms, and fire extinguishers. Each classroom and office building will have emergency evacuation routes posted and training for faculty and staff will be held. (3B.36)

The May 2004 accreditation self study survey indicates that 40.74 percent of staff/administrator, and 45.65 percent of faculty respondents agree that WHCC demonstrates concern for safety, security and disaster planning; 31.48 percent of staff/administrator and 34.78 percent of faculty respondents stated "don't know", and 27.78 percent of staff/administrator and 19.57 percent of faculty respondents disagree. Consequently, WHCC needs to more effectively educate its constituency regarding its safety, security and disaster planning efforts. (3B.20)

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

Long-range capital plans at West Hills College Coalinga (WHCC) support institutional improvement goals as outlined in the strategic plan, educational master plan, master facilities plan, and five-year construction plan. Projections of the total cost of ownership of new facilities and equipment are detailed in the five-year construction plan. (3B.3, 3B.4, 3B.5, 3B.17)

Responsibility for equipment is dependent on the function of the equipment. The district architect, maintenance and operations (M & O) department, and Facilities Development Council (FDC) are responsible for the equipment pertinent to the physical plant as well as "fixed" classroom equipment. An inventory

database of equipment is controlled through purchase requisitions and is maintained by the M & O office. (3B.37)

The district information technology services (ITS) department is responsible for computer and network systems. An e-learning strategic plan was developed in 2001-2002 to provide a roadmap for the effective integration of appropriate technologies and services to strengthen the teaching and learning missions of the district. Goal 11 of the plan provides for necessary hardware, software, and infrastructure for staff, faculty, and students. The learning resources department procures and maintains audiovisual and technology equipment used for student learning, including videoconferencing. (3B.38)

Instructional and student support services rely primarily on a distribution from the general fund budget process for new and replacement equipment and its maintenance. Functions supported through grant activities procure and maintain equipment as moderated by specific grant guidelines while utilizing college purchasing protocols. (3B.39, 3B.40)

Self-Evaluation

West Hills College Coalinga meets the standard. The five-year construction plan is filed annually with the state. It helps determine the level of state funding received for capital projects. It also lists planned future projects and how projected facilities will be used. In addition, the report uses current and projected enrollment statistics to plan facilities to accommodate future student growth. (3B.17)

Since the last accreditation visit, both the Coalinga campus and North District Center (NDC) have been remodeled with a combination of local bond, measure G, dollars, state funds, and matching district funds:

- Three 24-station science "collaboratories" (two in the former C Wing and one at NDC) were developed to support traditional scientific techniques with modern computerized data acquisition and to use space more efficiently. Providing a computer-interfaced system allows the facility to serve many lab-focused disciplines. The "collaboratories" are optimized for collegiate learning, with state-of-the-art electronics, audiovisual technology, good lighting, and ergonomic furnishings similar to those found in industrial and government lab settings. In 1998, the "collaboratory" design won the Community College League of California "Realizing Shared Dreams Award" in 1998, and according to the district architect is being widely used in college construction throughout the state. (3B.41, 3B.42, 3B.43, 3B.44)

- The low-use automotive technology and welding building was converted to a state-of-the-art psychiatric technician training facility with two classrooms, one of which is equipped with state-of-the-art videoconferencing equipment, and two clinical laboratories. In addition, another classroom and faculty offices in the building were remodeled. (3B.45)
- The former A Wing was redesigned as an open entry/open exit (OE/OE) computer lab with a simulated office environment. The OE/OE lab allows students to enroll in a number of business and computer skill-building courses and attend anytime during open lab hours.
- B Wing was redesigned to house a new computer classroom and a general purpose classroom.
- E Wing was remodeled to include two basic skills classrooms with tables and computers and two distance education classrooms that are used for videoconferenced classes and meetings.
- F Wing was remodeled to include a disabled student classroom and testing laboratory. The ceramics lab and the art room were remodeled as well. For greater efficiency, the art room utilizes fold-down easel-type desks so that the room can be used as a general purpose classroom.
- The speech/arts/music (SAM) building includes three remodeled classrooms; two conference meeting rooms; and a renovated theater with new sound and lighting equipment, new seating, curtains, and rigging.
- Two modular buildings have been added to provide a fully-equipped athletic training and treatment room and office space for the athletic staff and faculty.
- The dining hall, including the student dining and the staff lounge areas, was remodeled and new furniture purchased.
- North District Center (NDC) was remodeled to include five classrooms, a 20-station science "collaboratory", a computer classroom, a basic skills computer classroom, and two videoconferencing classrooms, as well as areas for a bookstore, library, administrative offices and faculty offices.

The current remodel of the library/learning resources center (L/LRC) will be one of the most technologically-advanced learning resources facilities in West Fresno County. The newly-renovated facility will provide 36 wireless laptop computers

for student use, along with a hard-wired open computer lab/tutorial center. The anticipated opening date is March 2005. (3B.22, 3B.46)

Three new modernization projects to support institutional improvement goals have been approved by the board of trustees and submitted to the division of the state architect (DSA) for approval:

- 2006-2007 Final Project NDC Modernization: The existing Firebaugh off-campus center is housed in a converted bowling alley that was constructed in 1965. The district took ownership of the building recently and has been in the process of obtaining DSA approval for the existing facility. The project will not only modernize the existing facility; it will address the DSA items. The building is not adaptable for advanced technologies in its current state. Due to the remoteness of the center and high evening student enrollment, full-time space negatively impacts cap/load ratios. In addition, classroom space has diminished as enrollment has steadily increased. The building needs to be modernized to take advantage of current teaching methodologies and future delivery modes in order to ensure the institutional commitment to students as outlined in the strategic plan. (3B.47)
- 2006-2007 Final Project Proposal Wellness Center: WHCC does not have facilities for adaptive physical education and rehabilitation instruction. Consequently, a full educational program has not been completed. (3B.47)
- 2006-2007 Final Project Proposal SAM Modernization: The existing SAM building is from the original campus construction of 1965. The building houses several campus programs as well as being the only assembly space on the Coalinga campus. While many improvements have been made in the past two years, some portions of the existing structure are still in disrepair. For example, the stage lift mechanism has not functioned correctly in ten years, and thus prevents access to many opportunities for performing arts and related activities. The project will include approximately 12,315 assignable square feet. (3B.47)

In addition, a long-range capital plan is currently reaching fulfillment. On July 25 and 26, 2000, a strategic planning workshop was held to develop a strategic plan for the "Farm of the Future" that included moving from the current campus farm to land donated by the Allen family in Coalinga. Part of that plan included designing and developing appropriate facilities to meet student learning needs, including classrooms, laboratories, fields, orchards, parking, and a pavilion for rodeo, cattle, horse, and community events. Four years later, the plan has been partially completed. Significant infrastructure, including a well and a drip

irrigation system, has been completed. Three portable buildings are being remodeled on the Allen farm to house two classrooms and a computer lab based on the Farm of the Future academic master plan that was developed during spring 2004. The first classes in the new buildings were held in fall 2004. (3B.47, 3B.48, 3B.49)

In October 2004, the district architect presented a facility planning update, including the library modernization, child development expansion, the "Farm of the Future," and NDC mall streetscape, and planned future facility needs at WHCC and NDC. A ten-year construction plan with potential funding sources was also presented. (3B.47)

Although WHCCD has been successful in securing funding for new construction, maintenance and staffing also require district funding for support. In times of fiscal uncertainty, support is sometimes lacking, and it becomes difficult to maintain and support facilities even while money is available for building new ones. However, the district has made significant progress in the upgrading and streamlining of all categories of equipment purchases. The addition of a new CISCO telephone system with a single data line for telephone/internet access and videoconferencing has enabled WHCCD to advance technologically. Network access is available anywhere at the college, among all WHCCD sites, and the district office. The dean of student learning receives budgets for classroom furniture/equipment and faculty computer replacement. Due to the state fiscal crisis, the money became part of required general fund budget savings and no replacements were made for two years. However, in fall 2004, the replacement cycle is once again in effect, and twelve faculty laptops were replaced via a combination of WHCC and grant funding. (3B.50, 3B.51)

Planning Agenda

None.

II.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

West Hills College Coalinga (WHCC) integrates physical resources planning with institutional planning as described in its strategic plan, educational master plan, e-learning strategic plan, "Farm of the Future" strategic plan, master facilities plan, and five-year construction plan. In conjunction with the district architect, the Facilities Development Council (FDC) uses the educational master plan to plan local- and state-funded projects. The College Consultation Council (CCC)

guides the overall planning for WHCC, including physical resources. (3B.1, 3B.3, 3B.4, 3B.5, 3B.14, 3B.17, 3B.28, 3B.48)

Self-Evaluation

West Hills College Coalinga meets the standard. One of the responsibilities of the newly developed FDC is to ensure that physical resources are assessed through the review and evaluation of research data relating to facilities usage, and to review and provide recommendations on policies regarding efficient facility usage. Responsibilities also includes supervision of the M & O program review process and input from the office of student learning on room usage. The data is used by the council to evaluate, plan and improve facilities usage to meet student learning needs and make recommendations to the CCC for implementation. (3B.1, 3B.14)

Planning Agenda

None.

Standard IIIB Documentation References

- 3B.1 Facilities Development Council (FDC) Handbook
- 3B.2 Mission Statement
- 3B.3 Strategic Plan
- 3B.4 Educational Master Plan
- 3B.5 Facilities Master Plan
- 3B.6 Coalinga Campus Map
- 3B.7 2004 Space Inventory
- 3B.8 The Addington Partnership (www.addington.net)
- 3B.9 Farm of the Future Plan
- 3B.10 Measure G – District Website (www.westhillscollge.com)
- 3B.11 North District Center Campus Map
- 3B.12 Maintenance and Operations (M & O) Director Job Description
- 3B.13 President’s Council Handbook
- 3B.14 College Consultation Council (CCC) Handbook
- 3B.15 Measure G Project List
- 3B.16 WHCC Space Utilization Summary Report
- 3B.17 2004-2009 Five-Year Capital Construction Plan
- 3B.18 Room Allocation Charts
- 3B.19 Deferred Maintenance List
- 3B.20 May 2004 Accreditation Self Study Survey
- 3B.21 M & O Procedure Binder/Reports
- 3B.22 FDC Meeting Minutes – Samples
- 3B.23 ADA Building Requirements
- 3B.24 Cal/OSHA Building Requirements
- 3B.25 M & O Facilities Inspection Reports
- 3B.26 M & O Daily Priorities – Samples
- 3B.27 Fire Extinguisher Inspection Reports
- 3B.28 Board Meeting Minutes – 19-hr Security Positions
- 3B.29 Board Policy 809 – Smoking
- 3B.30 Chemical Inventory Locator Binder
- 3B.31 Hazardous Materials Disposal Policy
- 3B.32 Hazardous Materials Inventory
- 3B.33 Chemical Hygiene Plan
- 3B.34 Email from Anne Jorgens to JPA
- 3B.35 I.I.P.P. Agreement
- 3B.36 Emergency Preparedness Plan
- 3B.37 Equipment Inventory
- 3B.38 e-Learning Technology Strategic Plan (8-12-02)
- 3B.39 Instruction/Student Services Budget
- 3B.40 Purchase Requisition for Biology Equipment – Psychiatric Technician
- 3B.41 “Collaboratory” Brochure
- 3B.42 1998 Community College League of California Share Dreams Awards

- 3B.43 Narrative on the Science "Collaboratory" – Dr. Frank Gornick
- 3B.44 News Release – "Collaboratory"
- 3B.45 Psychiatric Technician Program Brochure
- 3B.46 Library/Learning Resource Center Remodel Plans
- 3B.47 Facilities Planning Update – District Architect Presentation to the Board
(10-26-04)
- 3B.48 Farm of the Future Strategic Plan
- 3B.49 Farm of the Future Planning Workshop
- 3B.50 Dean of Student Learning Budget
- 3B.51 Email from Beverly Smith to Mike Parker – Faculty Laptops

C: Technology Resources

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

West Hills College Coalinga (WHCC) is committed to providing access to technology and to using technology effectively to reach its goals. WHCC and North District Center (NDC) receive technology support and services from two district-based departments: learning resources and information technology services (ITS). The e-learning technology strategic plan completed by faculty, administrators, staff, and students in spring 2002, guides technology use. The plan provides the road map for the effective integrations of appropriate technologies and services to strengthen student learning. (3C.1)

The district information technology services (ITS) department provides the planning, development, and support of the information technology infrastructure districtwide. The architectural framework is designed to support and enhance the mission and strategies of WHCC by enabling interactive multimedia through the deployment of computing, communications, and new media technologies. ITS supports the Datatel business management system, the Blackboard online instructional platform, the CISCO AVVID (video/voice/data) system, office automation (Office XP, Microsoft Outlook, PowerPoint, Excel, etc), information and decision support (data warehouse, reports, etc), and end-user computing. (3C.2, 3C.3, 3C.4, 3C.5, 3C.6, 3C.7)

WHCC has 554 computers with 102 laptops and 369 desktops on the Coalinga Campus and 6 laptops and 77 desktops at NDC. Thirty-two servers provide various usages and auxiliary systems to support the UNIX ported applications for both WHCC and NDC. (3C.7)

West Hill Community College District (WHCCD) has recently installed the CISCO AVVID system. AVVID provides voice, video, and data services over the districtwide area network (WAN). Currently WHCCD has 5 distinct and separate sites; 3 are connected by data T1's or multiple T1's. Multiple sites enable

increases in bandwidth as the need arises. Sites are interconnected by CISCO 3662 routers with Inverse Multiplexing through ATM (IMA) T1 cards allowing for failover connectivity. The Local Area Networks (LAN) are 100 megabyte switched networks, with redundant gigabit fiber connections between Intermediate Distribution Frame (IDF) with 2 gigabyte connectivity between all IDF's. The main 3 sites have powered 100 megabyte ethernet for Power Over Ethernet (POE) devices. The main connection to the internet is protected by a CISCO Enterprise PIX 525 firewall and VPN concentrator. (3C.4)

During fall 2004, WHCCD purchased a storage area network system, which takes data from the servers and stores it on a storage network. The storage area network will speed up internet connectivity and help provide 24/7 service to the Blackboard software infrastructure that houses the online and web-enhanced courses. In addition, WHCCD implemented a Hershey transcript scanning project. The scanning software will allow transfer student transcripts to be scanned and uploaded into Datatel. (3C.8, 3C.9)

The district ITS staff consists of seven full-time employees: one director, one computer operations manager, one programmer/analyst, and four PC/LAN specialists. Each of these employees supports WHCC within a specific area of responsibility and expertise. One PC/LAN specialist is on-site at NDC one day per week. (3C.10, 3C.11, 3C.12, 3C.13)

When faculty or staff experience a technical problem, the individual sends an email request to the ITS help desk. The appropriate technician contacts the individual as soon as possible. (3C.14)

Learning resources provides instructional technology support services primarily to faculty and students in the form of distance learning and classroom technologies districtwide using established standards. Functions include the library/learning resource center (L/LRC), instructional media services, videoconference classrooms, distributed learning, tutoring, and faculty training. (3C.15, 3C.16)

Self-Evaluation

West Hills College Coalinga meets the standard. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. In 1998, WHCCD adopted a three-year replacement cycle for technology. However, it has been difficult for WHCCD to keep abreast of the replacement plan due to financial challenges. Even so, the district ITS department has maintained an informal three- to four-year replacement plan with a cascading process in order to meet the needs of the college. (3C.17)

In 1999, WHCCD adopted the Datatel management information system software. The Datatel Colleague Software was integrated into the district's management information system. The first component to be implemented was the financial aid module, which tracks student financial aid documents and awards. The second component implemented was the student module, which includes student records, financial aid, and degree audit. In 2000, the financial and human resources modules were implemented. The financial module provides the link between student registration and student accounts billing to process fee payment. The human resources module tracks employee positions, leave accruals, expiring documents, and evaluations. WHCCD now bills all students via the @whccd.net student e-mail system. In addition, the new "My West Hills" link on the college website provides a web-based admissions application and registration system. (3C.2, 3C.18, 3C.19)

To ensure that technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution, the West Hills Customer Information Support Team (WHCIST) was established to obtain the optimal use of the Datatel Colleague Software. The committee is concerned with accurate entry, retrieval, and usage of information for WHCCD. The WHCIST is composed of six separate teams: core team, student team, financial aid team, human resources team, financial team, and technology advisory team (TAT). Each team is responsible for issues related to one of the Datatel modules. In October 2004, the WHCIST reviewed its 2003-2004 goals and developed a strategic plan eliminating the core team and forming a new WHCIST leader's committee, including one representative from each college. (3C.20, 3C.21, 3C.22, 3C.23, 3C.24, 3C.25, 3C.26, 3C.27)

With the installation of a districtwide infrastructure, WHCCD was able to provide both WHCC and NDC significantly more reliable and robust service to each computer and classroom. Resources available from both state and local bond funding were used to equip classrooms and offices with high speed internet connectivity over the WAN and LAN. (3C.28)

Full 100 percent backups of the network are completed each Saturday and Sunday, and daily backups are made each night Monday through Friday. Daily SQL dumps are backed up 100 percent each day, as are information stores. Selected high priority administrator mailbox backups are done daily. (3C.29)

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

Students

Training in information technology takes place on several different levels at West Hills College Coalinga (WHCC) and North District Center (NDC). Students receive training through a variety of entry level business (BUS) and computer information systems (CIS) courses. Students in basic skills, Disabled Students Program and Services (DSPS), and tutoring can receive additional technology help when necessary. Student are provided assistance with registration, enrollment, and adding or dropping classes online. In addition, some faculty use the computer lab for direct instruction to enhance student learning with computer technology. (3C.30, 3C.31)

Faculty

Faculty are provided training on flex and duty days. The district certificated staff development committee has offered technology training throughout the semester with a variety of scheduled workshops. The learning resources department has also provided both one-on-one training, flex and duty day training, and scheduled workshops throughout the academic year in classroom technologies; video conference classroom technologies; web-enhanced and online course-building with Blackboard; and Microsoft email/calendar basics. Learning resources also maintains membership in the California Virtual Campus (CVC) which provides faculty training for online teaching and multimedia educational resource for learning and online teaching (Merlot), which provides modules for quality online instruction. (3C.15, 3C.16, 3C.32)

Staff

Classified staff are provided training in Datatel by making arrangements with the district director of enrollment management or district director of fiscal services for one-on-one training or for department training on an as-needed basis. All new employees are required to receive training prior to receiving access to a Datatel account. Staff are also informally encouraged to attend any technology training offered through the district certificated staff development committee. In addition, any employee can request assistance from the help desk coordinator for email or telephone training. Staff also receive training on days when students are not present (e.g., Veterans Day) to maximize skills. (3C.33, 3C.34, 3C.35)

Self-Evaluation

West Hills College Coalinga meets the standard.

Students

WHCC counseling and advising staff are committed to student success. Students are given hands-on instructions on the use of e-mail, registration, adding /dropping, reviewing grades, viewing the online catalog, and viewing course

requirements and program sheets as part of an orientation. Students who have problems regarding student e-mail accounts or who have questions about online classes are provided with a help desk number and/or e-mail address. The district help desk coordinator is in charge of answering the help desk telephones and assisting students in logging on to classes or accessing e-mail accounts. (3C.36)

A district high technology access specialist works half-time at WHCC and half-time at 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, including internet accessibility and adding captions to audio visual materials. 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. The May 2004 accreditation self study survey indicates that 53.70 percent of staff/administrator respondents agree that WHCC meets the needs of faculty and staff for assistive technology; 33.33 percent "don't know", and 12.96 percent disagree. (3C.37, 3C.38, 3C.39)

Faculty

Training in technology has been popular on flex and duty days. However, faculty attendance has been minimal at available training throughout the semester. The district certificated staff development committee has adjusted programs and schedules to encourage more faculty to participate in training sessions. The committee is looking into offering incentives for attending training sessions. In spring 2004, a survey was conducted to assess faculty preference for training and eliciting comments. Responses will be used for planning 2004-2005 faculty training sessions. Opportunities for training are also available through the five-year cooperative Title 5 grant with California State University, Fresno (CSUF) administered through learning resources. The May 2004 accreditation self study survey indicates that 84.78 percent of faculty agree that faculty are provided sufficient technology and training to be effective in the classroom; 8.70 percent "don't know", and 6.52 percent disagree. (3C.15, 3C.16, 3C.39, 3C.40)

Staff

Classified staff have been trained in technology use. Training occurs during mandatory sessions on flex and duty days when new technology is implemented, during working holidays, and when training is necessary to use new modules in Datatel. The May 2004 accreditation self study survey indicates that 53.70 percent of staff/administrator respondents agree that staff have the opportunity for conference/workshop and other training for staff development to maintain currency (i.e. Datatel, customer services, etc.); 20.37 percent "don't know", and 25.93 percent disagree. The survey indicates that 56.61 percent of staff/administrator respondents agree that staff are provided sufficient

technology and training to be effective in completing assigned duties; 11.33 percent “don’t know”, and 32.08 percent disagree. (3C.15, 3C.39)

Planning Agenda

None.

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

Descriptive Summary

The West Hills Community College District (WHCCD) Information Technology Services (ITS) department has an informal computer replacement plan and meets many of the upgrade needs through equipment replacement and cascading. ITS has been involved in the development of the e-Learning technology strategic plan, has set district standards for technology acquisition, and is aggressive in maintaining quality infrastructure and hardware support. (3C.1, 3C.17)

At the Coalinga campus, ITS provides support to one computer lab, three computer classrooms, one science “collaboratory”, one library tutorial computer lab, and the laptop computers with a wireless network in the library/learning resources center (L/LRC). At NDC, ITS provides support for two computer classrooms, one science “collaboratory”, and the laptop computers with a wireless network in the library. Computer labs offer reliable, state-of-the art equipment with high-speed internet access. The labs include printing services and are part of the three-year equipment replacement plan supporting student learning outcomes. (3C.17)

Self-Evaluation

West Hills College Coalinga partially meets the standard. WHCC plans, acquires, maintains, and upgrades, or replaces technology infrastructure and equipment to meet the college’s needs as funding allows. In order to maintain and upgrade the technology infrastructure, WHCC needs to improve its systematic planning for technological needs in its annual planning and budget cycle through the collaborative college council organizational governance structure. Each college council is charged with making technology recommendations regarding its area of responsibility to the College Consultation Council (CCC). (3C.41, 3C.42, 3C.43, 3C.44, 3C.45)

The needs of technology users at WHCC vary from those at the high end, where state-of-the art video-editing and advanced programming techniques are being taught, to those who use computers only for basic word processing and e-mail.

Faculty and administrators are issued laptops with DVD players while most classified staff are issued stationary workstations. The district ITS department has constructed an informal plan for replacing, upgrading, and cascading computer-based technologies to get the maximum usage out of each. The plan remains flexible to accommodate unanticipated movement within WHCC or NDC so that laptops or stationary workstations can be cascaded within replacement plan "guidelines" while simultaneously ensuring that each user is assigned computer-based technology that can accommodate the individual's needs. (3C.17)

Instructional workstations in areas using very high-end systems are replaced every three years, budgets permitting, with truly state-of-the-art systems. Even after these systems are three years old, the systems are still useful for more basic applications. The systems are refurbished and reassigned to users with older computers. (3C.17)

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.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The distribution and utilization of technology resources at both West Hills College Coalinga (WHCC) and North District Center (NDC) are leveraging the limited resources of the college on many levels. The tutorial computer labs in the Coalinga library/learning resource center (L/LRC) serve a dual use to many students to assist with online or web-enhanced courses. The award-winning science "collaboratories" combine biology, chemistry, geography, geology, agriculture, and physical science in one wet and dry computer laboratory to maximize space and computer facilities for the sciences. The basic skills computer labs were designed with faculty input during the planning process. All classrooms at both WHCC and NDC are equipped with the standard for classroom technologies. (3C.46, 3C.47)

In 2002, WHCCD converted to the CISCO AVVID (voice/data/video over IP) system allowing for one system to run its entire network eliminating the need for multiple systems and multiple ITS staff specialized training needs. The AVVID allows WHCC to share academic programming with NDC preventing cancellation

of low-enrollment courses. The WHCC and NDC websites provide 24/7 access to the college for faculty and students. (3C.4, 3C.48)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCC and NDC in cooperation with the district have provided technology resources that support and enhance programs and services. Students have access to a myriad of resources through the "My West Hills" component of the WHCC and NDC websites including instant and up-to-date scheduling information, online registration for classes, online admissions, online counseling (Ask-A-Counselor), online catalog, online electronic library resources, and online courses. WHCC and NDC are now able to provide students access to many otherwise unavailable programs and services by eliminating the time and geographical barriers to learning. (3C.48, 3C.49)

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

Dialogue has occurred among and between students, faculty, administrators, classified staff, and community members at West Hills College Coalinga (WHCC) in a series of "Voices, Values and Vision" campus and community town hall meetings. An integral finding from the meetings that resulted in the WHCC strategic plan was the need for improved technology planning. For example, Coalinga requested expanded distance learning; Firebaugh asked for more distance learning and satellite downlinks; and Tranquillity asked for adult computer/internet training. (3C.50, 3C.51)

The educational master plan also addresses technology use and planning as it feeds back into the WHCC three-phase planning process. The first two phases included the "Voices, Values, and Vision" town hall meetings and the development of the strategic plan. The third phase includes evaluating, reviewing, and updating the educational master plan. One section of the educational master plan discusses the needed learning environment for successful student learning, including provisions for the classroom technology equipment and faculty technology requirements necessary to achieve desired student learning outcomes. (3C.50, 3C.51, 3C.52)

WHCC has undergone a restructuring of its college organizational structure with a newly created College Consultation Council (CCC) that has oversight for budget planning, the educational master plan, and the strategic plan. One of each of the other college council's responsibilities is making technology recommendations for its area of responsibility. The recommendations are carried forward to the CCC, and when appropriate the CCC forwards the technology priorities through its representatives on the district Technology Advisory Committee (TAT), for potential inclusion in other districtwide initiatives. (3C.19, 3C.24, 3C.41, 3C.51, 3C.52, 3C.53)

In addition to technology planning at the college level, the WHCCD e-learning strategic planning committee, representing districtwide faculty and administrators developed an e-learning strategic plan during a series of meetings in the fall and spring 2001-2002. The plan provides a road map for the effective integration of appropriate technologies and services to strengthen the student-centered mission of WHCC. (3C.1)

Originally, the district technology advisory committee (TAC) had implementation oversight of the e-Learning strategic plan. The TAC was replaced by the district technology advisory committee (TAT), a subcommittee of the district West Hills College information support team (WHCIST), which now has responsibility to implement the goals of the document. The TAT comprised of district-wide faculty, administrators, staff, and students addresses all technology-related issues focusing attention on hardware and software that most directly impacts instruction. (3C.24, 3C.26, 3C.54)

WHCC regularly evaluates efforts to improve the student learning process. For instance, classroom multi-media technologies to assist with the teaching/learning process have been regularly revised per faculty formal and informal feedback district TAT meetings and will be discussed in the newly formed college councils. (3C.24, 3C.55, 3C.56)

The WHCC instructional program review process addresses technology use, resources, and planning. One of the qualitative questions asked in the instructional program review handbook requests a description of how technology will be used to enhance teaching/ learning. The WHCC curriculum process addresses distance education and related technology needs. All new courses or those requesting approval for a five-year course revision must include a distance learning addendum indicating whether the course may be offered as a videoconference, hybrid, and/or online course. (3C.57, 3C.58, 3C.59)

Self-Evaluation

West Hills College Coalinga meets the standard. The WHCC planning process was developed to lead to improvement of institutional effectiveness. The

college's committee structure was revised to be collaborative in nature with systematic participative processes to ensure effective dialogue, evaluation, planning, improvement, and implementation of the strategic plan. All governance and administrative councils include representatives from administration, faculty, staff, and students. The broad-based representation empowers all segments of the college community to share a voice in decision-making. Each college council has met and reviewed its responsibilities and understands its responsibility for technology recommendations to the CCC and when appropriate to the TAT. (3C.24, 3C.41, 3C.42, 3C.43, 3C.44, 3C.45, 3C.51, 3C.60)

The district TAT and the district certificated faculty development committee recognize that faculty technology training is a need for all campuses. Faculty are frequently trained in multiple areas of technology on flex and duty days, and during other technology training sessions held throughout the semester. (3C.15, 3C.16, 3C.40)

The district TAT will review the e-learning technology strategic plan to identify grant resources to help with initiatives necessary to implement the plan. The TAT will be looking at timelines for accomplishment, evaluation, improvement, and creation of new goals during 2004-2005. (3C.1, 3C.24)

Planning Agenda

None.

Standard IIIC Documentation References

- 3C.1 e-Learning Strategic Plan
- 3C.2 Datatel Management Information System
- 3C.3 Blackboard Contract
- 3C.4 CISCO AVVID System Information
- 3C.5 Microsoft Software License
- 3C.6 Data Warehouse – Phase 1 Reports
- 3C.7 Computer Inventory
- 3C.8 College Consultation Council (CCC) Meeting Minutes (10-13-04)
- 3C.9 Email from Michelle Kozlowski (10-13-04)
- 3C.10 Director of Information Technology Services Job Description
- 3C.11 Computer Operations Manager Job Description
- 3C.12 Programmer Analyst Manager Job Description
- 3C.13 PC and LAN Systems Specialist Job Description
- 3C.14 Help Desk – Technical Problem Samples
- 3C.15 Flex and Duty Day Agendas
- 3C.16 Faculty Technology Training Flyers
- 3C.17 Informal Computer Replacement Plan
- 3C.18 Datatel Training Manual
- 3C.19 WHCC Website (www.westhillscollge.com)
- 3C.20 WHCIST – Student Team Module Meeting Minutes – Samples
- 3C.21 WHCIST – Human Resources Module Meeting Minutes – Samples
- 3C.22 WHCIST – Financial Aid Module Meeting Minutes – Samples
- 3C.23 WHCIST – Financial Module Meeting Minutes – Samples
- 3C.24 WHCIST – Technology Advisory Team Meeting Minutes – Samples
- 3C.25 WHCIST – Leader’s Committee Meeting Minutes – Samples
- 3C.26 WHCIST Member Chart
- 3C.27 WHCIST Strategic Plan
- 3C.28 Measure G Information
- 3C.29 Data Backup Information
- 3C.30 College Catalog
- 3C.31 Online Tutorial
- 3C.32 California Virtual Campus (CVC) Website (www.cvc.edu)
- 3C.33 Datatel Training Reports
- 3C.34 Technology Training Flyers
- 3C.35 Classified Staff Professional Development Agenda (11-12-04)
- 3C.36 Help Desk Coordinator Job Description
- 3C.37 High Technology Access Specialist Job Description
- 3C.38 Flex Day Agendas Fall 2001 and 2004
- 3C.39 May 2004 Accreditation Self Study Survey
- 3C.40 Certificated Staff Professional Development Survey (Spring 2004)
- 3C.41 College Consultation Council (CCC) Handbook
- 3C.42 Instructional Services Council (ISC) Handbook

- 3C.43 Student Services Council (SSC) Handbook
- 3C.44 Learning Resources Council (LRC) Handbook
- 3C.45 Facilities Development Council (FDC) Handbook
- 3C.46 Science "Collaboratory" Documents
- 3C.47 Classroom Technology Standards
- 3C.48 WHCC Website (www.westhillcollege.com/Coalinga)
- 3C.49 Ask-A-Counselor Statistics
- 3C.50 "Voices, Values and Vision" Document
- 3C.51 Strategic Plan
- 3C.52 Educational Master Plan
- 3C.53 College Council Organizational Chart
- 3C.54 Technology Advisory Council (TAT) Meeting Minutes - Samples
- 3C.55 Learning Resources Council (LRC) Meeting Minutes – Samples
- 3C.56 Facilities Development Council (FDC) Meeting Minutes – Samples
- 3C.57 Instructional Program Review Handbook
- 3C.58 Program Review Documents – Samples
- 3C.59 Distance Education Addendum – Samples
- 3C.60 WHCC College Councils Organization Chart

D. Financial Resources

Financial resources are sufficient to support student learning programs 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. A financial resource 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 College Consultation Council (CCC) functions as the highest collaborative council at West Hills College Coalinga (WHCC) and reviews recommendations made by other college councils and/or committees and makes recommendations to the college president. The CCC manages the strategic planning process including the institutional mission and goals, which are linked to the new committee organizational structure. Each goal has been assigned to a specific council for implementation, which includes making recommendations to the CCC for financial planning related to college goals. Each council is responsible for developing the operating budget related to its areas of responsibility. (3D.1, 3D.2, 3D.3, 3D.4, 3D.5, 3D.6, 3D.7, 3D.8, 3D.9, 3D.10)

Self-Evaluation

West Hills College Coalinga meets the standard. The district business services office had a budget process in place when West Hills Community College District (WHCCD) operated as a single college. However, with the approval of West Hills College Lemoore (WHCL) as a candidate for accreditation, the previous budget procedures are no longer appropriate. As an interim measure during its transition as a separate college from WHCL, WHCC formed an ad hoc planning, budget, and accreditation (PBA) committee in 2003 to handle immediate financial planning issues for WHCC. An important outcome of the discussion of the PBA committee was the recommendation and ultimate organization of a new collaborative committee structure for the college. (3D.4, 3D.11, 3D.12)

As the highest collaborative council at the college, the CCC reviews recommendations made by other college councils, including those related to financial and budget issues. In January 2003, discussion to develop a college-

level budget development process began at a district budget review committee (DBRC) meeting. In October 2004, the CCC approved a budget development process for WHCC that is tied to the strategic plan, educational master plan, and program review to ensure that necessary resources are allocated to ensure improvement of institutional effectiveness. Each college council has been charged with responsibility for developing the operating budget and a prioritized equipment/materials list for its respective area annually. The budgets are forwarded to the CCC for recommendations to the president. The budgeting process at WHCC will be administered in accordance with the California education code, as well as Board Policies 128 and 602, and will integrate financial planning with institutional planning. (3D.1, 3D.2, 3D.5, 3D.11, 3D.13, 3D.14, 3D.15, 3D.16, 3D.17, 3D.18, 3D.19)

In July 2004, the board approved the WHCC strategic plan. One of the plan's five strategic goals states that "We will enhance the financial strength of the college by aligning our resources with our mission and goals, continuously improving operational efficiency, and acquiring new revenue sources." The CCC is responsible for the achievement of the goal, and in September 2004 began dialogue on identifying solutions to the achievement of the first key performance indicator related to the goal through a "quality circle" process. (3D.1, 3D.3, 3D.20, 3D.21)

Planning Agenda

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnership and expenditure requirements.

Descriptive Summary

In November each year, the district budget review committee (DBRC) begins the district budget development process. The vice chancellor of business services provides expenditure assumptions to the College Consultation Council (CCC). The assumptions include salary and benefit costs, utility and operational costs, and other fixed expenditures possibly rolled over from the prior year. Since the college's budget process takes place well before the state budget is approved, the vice chancellor of business services conservatively plans for revenues and expenditures at or below current year funding allocations. (3D.10, 3D.22)

Each college council has been charged with responsibility for developing an operating budget and a prioritized equipment/materials list for its respective areas. The budgets are forwarded to the CCC in December for recommendations to the president. The CCC evaluates expenditure requests from the other

councils based on the request's relation to the strategic plan, the master education plan, and program review documents. The CCC recommends a finalized budget to the president. The final budget is submitted to the DBRC for inclusion in the districtwide budget in April. (3D.2, 3D.10, 3D.14, 3D.17, 3D.23)

Self-Evaluation

West Hills College Coalinga meets the standard. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The college assumes that the state fiscal crisis will exist for several years so conservative planning will continue. WHCC has developed a formal budget development process tied to the strategic plan, master educational plan, and program review documents to ensure that budget priorities focus on student learning outcomes. In addition, the CCC has begun dialogue regarding achievement of goal 5 of the strategic plan to enhance the financial strength of WHCC. (3D.2, 3D.10, 3D.14, 3D.17, 3D.20)

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

West Hills Community College District (WHCCD) is committed to maintaining significant reserves to meeting long-range financial priorities to assure financial stability for the college. The California community college chancellor's office 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 chancellor's office. WHCCD currently possesses the recommended five-percent cash reserve. (3D.24)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCCD is committed to the financial stability of the colleges and the district, and has established procedures to meet its payment liabilities and future obligations, as well as maintain its five-percent cash reserve. In 2003-2004, the board made a decision to take advantage of a unique opportunity to acquire property next to the North District Center (NDC). The purchase of the NDC property placed the district below the three-percent required reserve and on the state "watch list" for a short period of time. The board of trustees has since taken measures to ensure that WHCCD is

once again at the five-percent level and, consequently, the district has been removed from the "watch list." (3D.24, 3D.25, 3D.26)

In December 2003, the WHCCD board of trustees passed a motion to participate in a certificates of participation (COPS) business venture in the amount of \$27,950,000. In July 2003, an additional COP was issued for \$37,200,000. The COPS operate under the following conditions: COPS are used by school districts; COPS can only be used for capital projects; buyers of certificates must be repaid; and interest is paid yearly to investors. District projects that qualify for the COPS business venture are new and remodeled buildings paid by local bond measure G, scheduled maintenance facility projects, barrier removal, and hazardous materials. COPS 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 COPS allow the district the ability to accrue funds for capital projects for the colleges. (3D.27)

In November 1998, the WHCCD's electorate approved a \$19 million dollar local general obligation bond, measure G, in combination with a statewide bond, proposition A, which allowed WHCC over \$12 million to repair and modernize the existing Coalinga campus and over \$2 million to modernize NDC classrooms. The bonded debt is reviewed, updated, and included as part of the district annual audit. Other debt includes financing obligations for the Datatel MIS and CISCO systems infrastructure installation and equipment through annual lease purchase payments. These long-term debts are also included in the district's annual budget. (3D.28, 3D.29)

Although WHCCD was approved for a 16 percent growth increase in 2002-2003, the district did not receive the anticipated growth revenue from the state as expected. According to a report by San Joaquin Delta Community College District received in August 2004, WHCCD eventually received funding for only 4,397 full time equivalent students (FTES) for fiscal year 2002-2003. WHCC was the eighth highest in cost per FTES (\$5,400.61) out of the 73 California community colleges included in the report. The high cost of FTES exacerbated the impact of the district's failure to receive the anticipated 16 percent growth. The community college funding reductions, combined with the late budget adoption by the state legislature, made accurate budget development for 2002-2003 impossible. (3D.30)

The continued negative fiscal condition of the state of California and late budget adoption by the state, in addition to additional community college funding reductions in 2003-2004 and 2004-2005, make it difficult for WHCC to develop long-range financial planning with any degree of accuracy. Short-range planning

has been hindered as well as WHCCD was forced to cut or reduce resources in all areas. When confronted with the need for making a mid-year budget reduction to save \$600,000 in January 2003, the president responded to the district budget reduction mandates only after a thorough consultative process with all members of the academic community. Several meetings among and between West Hills College Coalinga (WHCC), West Hills College Lemoore (WHCL), and the district took place to discuss efficiencies and budget savings. A cost-savings document for spring 2003 was submitted to the district for consideration. (3D.31)

In addition, the presidents, chief instructional officers, and chief student services officers of WHCC and WHCL met in July 2003 to discuss division of the 2003-2004 supply budgets between the two colleges. The budget was \$300,000 less than the one in 2002-2003. An agreement was reached and appropriate budget transfers made. In addition, the chief instructional officers met and developed a reallocation of the instructional supply budgets with 44 percent of the budget for WHCC and 56 percent for WHCL, roughly based on the number of course sections offered at each college. The 2003-2004 supply budgets have been rolled over for 2004-2005, while an allocation model is being developed by the district. The president will play a major role in collaboratively developing and implementing a budget allocation model for WHCCD. (3D.32, 3D.33, 3D.34)

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

Prior to fiscal year 2005-2006, the district budget process has been used at West Hills College Coalinga (WHCC). Each November, the district vice chancellor of business services provided the district budget review committee (DBRC) with revenue projections plus a listing of known expenditures to build into the initial budget. Additional revenues were allocated through the DBRC using the procedures outlined in its manual. Area budget committees prioritized requests from program areas divided into three categories: contractual and lease obligations, direct instruction, and support services. The requests were prioritized by the DBRC for inclusion in the budget. (3D.11)

In January 2003, the DBRC met to begin the process of revising the district's budget process to allow for separate budgeting processes for the two separate colleges. WHCC formed the College Consultation Council (CCC) and four other

college councils during the development of its strategic plan. Each strategic goal has been assigned to a specific council for implementation, including making recommendations to the CCC for financial planning related to these goals. Each council is also responsible for developing the budget related to its areas of responsibility. In October 2004, the CCC approved a formal budget development process for WHCC. (3D.1, 3D.2, 3D.5, 3D.6, 3D.7, 3D.8, 3D.10, 3D.13)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCC has created a strategic plan and council organizational structure that will allow all constituencies to participate in the development of institutional plans and budgets. The newly formed CCC has developed a formal budgeting process for the college to ensure that necessary resources are allocated to ensure improvement of institutional effectiveness. (3D.2, 3D.4, 3D.10)

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 dissemination dependable and timely information for sound financial decision making.

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.

Descriptive Summary

West Hills Community College District (WHCCD) is committed to maintaining appropriate documentation on budgets 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. The California education code requires that the district contract with an independent auditor by April 1 of each year. The audit report is reviewed with the board of trustees. Grant agencies require additional accounting and auditing for categorical- and grant-funded programs. The auditors' recommendations are made and implemented in a timely manner. (3D.35, 3D.36, 3D.37)

The district office is responsible for compliance with all budget and accounting practices as outlined in the California community college budget and accounting manual, the government accounting standards board (GASB), and with applicable provisions of the California education code. (3D.38, 3D.39)

Self-Evaluation

West Hills College Coalinga partially meets the standard. WHCCD contracts with Vavrinek, Trine, Day & Co. LLP to conduct the annual audit. The 2003 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 the best of its ability and financial restraints to all annual audit findings and recommendations. (3D.35)

A district annual financial report is published in printed form and made available to administrators. The report is also available to employees and the public upon request. However, current financial documentation does not explicitly reflect how the allocation and use of financial resources support student learning programs and services. The May 2004 accreditation self study survey indicates that 18.87 percent of staff/administrator and 19.57 percent of faculty respondents agree that financial documents reflect appropriate allocation and use of financial resources to support student learning; 47.17 percent of staff/administrator and 45.65 percent of faculty respondents "don't know", and 33.97 percent of staff/administrator and 34.78 percent of faculty respondents disagree. (3D.29, 3D.40)

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.

III.D.2.b. Appropriate Financial information is provided throughout the institution

Descriptive Summary

West Hills Community College District (WHCCD) is committed to communicating appropriate financial information throughout the district. Financial information is provided at monthly board meetings that are open to the public. The public is welcome to comment during the board open session. A West Hills College Coalinga (WHCC) student who acts as the "voice" for all students serves as a non-voting member in alternating years to ensure the district's commitment to supporting student learning as its primary mission. (3D.41, 3D.42)

The WHCC and West Hills College Lemoore (WHCL) presidents are participating in the development of an allocation model with the chancellor. At the college-level, WHCC strives to use its newly developed shared governance process for collegewide decision-making, including budget development. The four college councils with representatives from all college program areas make recommendations to the CCC regarding budget development through the approved WHCC budget development procedure. In addition, budget information is shared at council meetings. (3D.1, 3D.4, 3D.5, 3D.6, 3D.7, 3D.10, 3D.43)

Self-Evaluation

West Hills College Coalinga meets the standard. Appropriate financial information is provided throughout the district and the college in board meetings, executive chancellor cabinet meetings, college-level council meetings, and through district-published budget documents. (3D.41, 3D.43, 3D.44)

Planning Agenda

None.

III.D.2.c The institution has sufficient cash flow and reserve to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

West Hills Community College District (WHCCD) is committed to maintaining significant reserves to meet long-term obligations and budgets for emergencies. The California community college chancellor's office 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 chancellor's office. WHCCD currently possesses the recommended five-percent reserve. (See Standard III.D.1.b, 3D.45)

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 1) tax revenues are not deposited until December, and 2) almost all grant programs are reimbursement grants requiring WHCCD to pay the expenses before reimbursement is requested from the granting agencies, and a cash-flow shortfall is frequently created. (3D.46, 3D.47)

WHCCD is a member of the Valley Insurance Program/Joint Powers Authority (VIP/JPA). The VIP/JPA is a self-insurance pool comprised of four community college districts. The VIP/JPA annually negotiates for property, casualty, liability, workmen's compensation, and other insurance lines required by the districts. The VIP/JPA also purchases additional excess insurance through the self excess liability fund (SELF), an insurance rider for peripheral coverage (i.e. special events, sprinkler damage). The schedule of insurance lists policy limits, deductibles, and annual premiums. (3D.47, 3D.48)

The VIP/JPA board has adopted and enacted a safety and risk management accountability standard that member districts are required to follow. As the program administrator, Bickmore Risk Services assists 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. The district director of HR chairs the committee. (3D.50, 3D.51, 3D.52)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCCD has a sufficient reserve to maintain stability and meet financial emergencies and provides adequate cash flow through the use of TRANS. Should an emergency arise, the board of trustees has the authority to allow use of the reserve. In addition, the district has strategies for appropriate risk management through its membership in the VIP/JPA self-insurance pool. (3D.45, 3D.46, 3D.48, 3D.49)

During fiscal year 2002-2003, a fiscal emergency arose when the district received notification in January that not all of the allowed growth for the district would be funded as had previously been assured by the California community college chancellor's office. The district office and each college were asked to help identify where the district could save an estimated \$2 million dollars to compensate for the reduction. Travel, supply, and equipment budgets were immediately frozen and staffing requests unfilled. Approximately \$1.8 million was actually saved without tapping the district's cash reserve. (3D.53)

The TRANS notes were crucial to helping WHCCD meet its monthly obligations while waiting for reimbursement from state and federal grant programs during the fiscal emergency. County and grant agencies were also impacted by the California budget crisis and unusually slow with reimbursements. (3D.46, 3D.47, 3D.54)

Beginning in 2002, the district vice chancellor of business services delegated to the district budget services supervisor responsibility for the district risk

management committee. Committee membership was reconstituted to include the district budget services supervisor, the directors of maintenance and operations at West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL), an associate dean of student learning at WHCC and an associate dean of educational services at WHCL, the chemical hygiene officer, and the district director of human resources. (3D.51, 3D.55)

In March 2002, the district risk management committee began meeting on a monthly basis. The charge of the committee was to review and revise the injury and illness prevention plan (IIPP) and the chemical inventory for each campus, schedule training for district staff, and conduct facility inspections. Facility inspections included status of first aid kits, fire extinguishers, campus signage, emergency call boxes, and emergency plans. The committee completed the IIPP and will send it to the district council on student learning (DCSL) for review before it goes to the board of trustees. In October 2004, the committee also reviewed the revised chemical hygiene plan. (3D.52, 3D.56, 3D.57, 3D.58)

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 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/foundations, institutional investments, and assets. The district vice chancellor and the president oversee the West Hills College Coalinga (WHCC) budget. The college president reviews all college-level requests for equipment, services, contracts, and submits approved requests to the district vice chancellor of business services for execution. (3D.54)

The dean of student learning, along with the associate deans, program directors, and budget managers, is responsible for oversight of individual instructional and student services area budgets, including categorical- and grant-funded programs. (3D.10, 3D.60)

WHCC auxiliary services include a cafeteria and residence halls at the Coalinga campus, as well as bookstores at Coalinga and NDC, and child development centers at Coalinga, NDC, Avenal and San Joaquin. The cafeteria and bookstores

are the responsibility of the district vice chancellor of business services; the child development centers report to the district director of child development centers; and the residence halls report to one of the associate deans of student learning. 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 MIS 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.35, 3D.59, 3D.61, 3D.62)

The WHCCD foundation is a California nonprofit organization that has its own board of directors, including nominated community members, district chancellor, district vice chancellor of business services, presidents of WHCC and WHCL, an associate dean of student learning at WHCC, and the dean of students at WHCL, and a faculty member. It was established to engage in fundraising activities to support the mission, programs, and services provided by WHCCD. The WHCCD foundation bylaws restrict funds raised by the WHCCD foundation 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.63, 3D.64, 3D.65)

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 in the future. The corporation meets monthly to review and oversee district investments including certificates of participation (COPS) in accordance with the district investment policies. (3D.66, 3D.67)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCCD practices effective oversight of finances and makes improvements in management of financial aid, grants, externally funded programs, etc. when deemed necessary. For example, in July 2003, the district contracted with a consultant for an evaluation of financial aid practices. As a result, new oversight positions were created. A district director of financial aid and a financial aid coordinator for WHCC and WHCL were hired. (3D.68, 3D.69)

In June 2003, the financial aid department was audited for Cal Grants A and Cal Grants B. The audit reviewed the years 1999-2000, 2000-2001, and 2001-2002. The district was found to be in non-compliance with its awarding procedures. A reconciliation procedure was conducted and appropriate adjustments have been added to financial aid awarding and monitoring procedures. WHCCD took steps

to rectify the process as recommended by the state of California student aid commission. (3D.37)

In spring 2003, the deans of students at WHCC and WHCL conducted an internal review and evaluation of special student services programs and reassigned existing EOPS and DSPS staff and reallocated resources to provide adequate supervision and services for students at both college sites. A permanent full-time director of EOPS/DSPS now resides at both places. In spring 2004, the EOPS/CARE programs were scheduled for a program review audit by the California community college chancellor's office; however, a site review of only fiscal practices was held due to state budget and staffing reductions. In 1008, the Department of Education completed program reviews of Title 4 Upward Bound (UB) and One Step Beyond (OSB) programs. (3D.70, 3D.71, 3D.72)

In fiscal year 2002-2003, WHCCD hired a full-time grants accounting supervisor, who is responsible for the oversight of all categorical- and grant-funded program budgets, such as All Youth One Stop (AYOS), California Assistance Migrant Program (CAMP), Student Support Services (SSS), UB, and the Title 5 grants. College deans and program directors are directly responsible for the programs' budget and objectives while the grants accounting supervisor provides oversight for compliance with district program expenditure requirements. (3D.73, 3D.74)

The WHCCD foundation has approximately \$600,000 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 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 (Vavrinek, Trine, Day & Co. LLP) and filed with the Internal Revenue Service. (3D.64, 3D.65, 3D.75)

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 (WHCC) auxiliary operations include a bookstore, child development centers, food services, residence halls, the "Farm of the Future," and the associated student body (ASB). The bookstore, child

development centers, and food services report to the district vice chancellor of business services. The residence halls and the "Farm of the Future" report to one of the associate deans of student learning. The operations are expected to be self-supporting, and all resources are to be used with integrity in a manner consistent with the mission and goals of WHCC. (3D.44)

West Hills Community College District (WHCCD) 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 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.76)

The WHCCD foundation helps to develop sources to supplement limited and/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. (3D.77)

The WHCCD foundation operates a traffic violator school under state of California guidelines. The school is licensed by the state and monitored by the California Traffic institute (a contracted source to audit and monitor traffic schools by the state of California). (3D.78)

Self-Evaluation

West Hills College Coalinga meets the standard. 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 maintains individual financial records, purchases equipment and supplies, makes financial deposits and initiates purchase requisitions, and performs annual inventories. Each auxiliary operation is audited as part of the district annual independent audit. (3D.79, 3D.80, 3D.81)

The WHCCD foundation raises money in a variety of ways. The foundation will accept donation of items as well as cash gifts for itself or the district. 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. If the donation is for the district a letter of donation will then be drafted for board approval. (3D.82)

As part of its fundraising efforts, and to assist with the economic development of the local communities, the WHCCD foundation has expanded its contract education program. The program provides low-cost training to local business and industry to enhance competitiveness, quality of products, and services produced. The program is designed to generate income beyond costs and to serve as a source of income for the district, providing student scholarships at the college-level. (3D.83)

The WHCCD foundation offers funds, \$10,000 per semester, to provide loans to enable students to buy books. Students repay the loan as funding is acquired from various sources. If funding is not available, the foundation pays the unpaid balance. The district financial aid office controls the program and the district business services office monitors the reimbursement of funds from students. (3D.84)

In addition to its auxiliary activities, WHCC has responded to many grant opportunities in the past five years.

- Negotiated and received funding for a grant creating a youth-based "One-Stop" Career and Job Placement center in Coalinga under the supervision of All Youth One Stop (AYOS) program. (3D.85)
- Negotiated and received funding from Fresno County to provide training and create licensed in-home day cares in Avenal, Coalinga, Huron, San Joaquin, and Firebaugh, and to open a child development center at NDC. (3D.86, 3D.87)
- Received renewal of the College Assistance Migrant Program (CAMP) grant. The program recruits migrant youth and offers financial support and counseling for eligible freshman college students at all three campuses. (3D.88)
- Received an extension of the CASS program through June 2004. The program trained 20 teachers from Central America and the Caribbean on how to improve teaching techniques. CASS demonstrates WHCC's support for cultural diversity and establishes educational partnerships with three regional unified school districts. (3D.89)

- Received funding from the governor's \$6 million grant for health careers training. The grant supports expanding the psychiatric technician program to three training cycles a year for two years. (3D.90)
- Received renewal for funding of the Upward Bound (UB) classic program. The program helps the college to encourage high school students to complete high school and transfer to college, and provides leadership development and fieldtrips. The program serves four area high schools: Avenal, Coalinga, Firebaugh, and Mendota. (3D.91)
- Received a five-year Title 5 grant, which funded the bridge learning communities project, in which faculty worked cooperatively to establish clusters of courses with a common theme for a cohort of students, including an "athletic learning community" for athletes that placed into basic skills English courses. (3D.92, 3D.93)
- Received a United States Department of Agriculture (USDA) Cooperative State Research, Education, and Extension Services (CREES) grant made to Hispanic Serving Institutions (HSI) to purchase analytical instrumentation for the Coalinga science "collaboratory" to support chemistry for the agricultural sciences. (3D.94, 3D.95)
- Received a two-year USDA CREES grant to engage a greater number of students in community college-based educational programs by providing a highly supportive program component to enhance the opportunity for success by expanding the learning communities concept into the precision agriculture program. (3D.96)
- Received a two-year California Community Colleges Economic and Workforce Development Program Industry Driven Regional Collaborative grant to develop an irrigation water technology and management program to train farmers, farm workers and students to apply the newest irrigation technology and management practices to save water, increase crop yields, and increase worker wage and farm income. (3D.97)
- Received a two-year USDA CREES grant to develop a Global Positioning Systems (GPS) precision agriculture program in conjunction with California State University, Fresno (CSUF) and Coalinga High School. (3D.98)
- Received funding from the Fresno County Workforce Investment Board to support students in the psychiatric technician program for 2005. (3D.99)

- Received a California Early Start Community College Personnel Preparation Project for the early intervention assistant training program and provided training for faculty, staff, and students. (3D.100)
- Received a USDA Rural Utilities Distance Learning grant to connect WHCC to five rural end-user sites including high schools in Avenal, Firebaugh, Mendota, and Tranquillity. The grant will provide online educational services; access to library resources online databases; bound collections and indexes; wireless laptop computers; and two high-end videoconference rooms, one at WHCC and the other in Huron. (3D.101)
- Received a California Community Colleges Economic and Workforce Development grant to develop irrigation technology resources, including irrigation flow meters, pipe, and valves. (3D.102)
- Received a California Community Colleges Economic and Workforce Development grant to acquire global positioning system equipment, including an instructional demonstration sprayer and trailer to transport. (3D.103)
- Received a two-year California Community Colleges Economic and Workforce Development grant to conduct precision agriculture workshops for farmers in Salinas, Coalinga, Modesto, Yuba City, and the international agriculture exposition in Tulare. (3D.104)
- Received a California Department of Water Resources grant to purchase irrigation filters and soil moisture sensor systems for an irrigation technology program. (3D.105)
- Received a California Community Foundation grant to establish a community access computer program in Firebaugh. (3D.106)

Planning Agenda

None.

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 provision to maintain the integrity of the institution.

Descriptive Summary

The board of trustees has designated the district vice chancellor of business services as the individual responsible for handling contractual agreements. The

West Hills College Coalinga (WHCC) president forwards the contract to the district vice chancellor and the chancellor for evaluation. The chancellor places it on the board agenda for final approval. In some cases, the district legal counsel reviews proposed contract agreements as well. West Hills Community District (WHCCD) has adopted policies dealing with contractual agreement with external entities that are consistent with the mission and goals of WHCC. The board also approves district warrants. Upon approval, a computerized disk of warrants is submitted to the Fresno County of Education for processing and signature. (3D.107, 3D.108, 3D.109, 3D.110)

WHCCD follows board policies and California community college chancellor's office purchasing requirements. The district business services office procedures manual outlines the bidding process, from requisitions to purchase orders; it also outlines purchases that require bid procedures. (3D.108)

The board of trustees approved the acceptance of the state of California's public contract code for uniform construction cost accounting procedures for all construction projects. The district vice chancellor of business services is responsible for the preparation, advertisement, and documentation of all purchasing requiring formal bid procedures. (3D.110, 3D.111)

Self-Evaluation

West Hills College Coalinga meets the standard. WHCC adheres to all district policies and procedures for contractual agreements with external entities thus maintaining the integrity of the institution. (3D.112, 3D.113, 3D.114, 3D.115)

Planning Agenda

None.

III.D.2.g. The institution regularly evaluates its financial management processes and the results of the evaluations are used to improve financial management systems.

Descriptive Summary

West Hills Community College District (WHCCD) regularly evaluates its financial management processes through program reviews, independent audits, internal reviews and evaluations. The district West Hills College Customer Information Support Team (WHCIST) encourages dialogue among Datatel users regarding the financial management module. The results of the evaluations are used to improve financial management systems. (3D.112, 3D.113, 3D.116, 3D.117)

Self-Evaluation

West Hills College Coalinga meets the standard. The district vice chancellor of business services contracted with outside auditors to provide a complete business services office review. The purpose of the review was to evaluate existing functions for correct separation of duties and better fiscal oversight of district finances. In October 2001, the board of trustees approved a reorganization of the business services office. However, the complete reorganization has not occurred due to state budget constraints and district funding reductions. (3D.112, 3D.113, 3D.116, 3D.117)

WHCCD is subject to an annual independent audit of funds, and the audit is completed by December 31. Audit findings and institutional responses are included in the audit report. The district vice chancellor of business services and the district director of fiscal services are responsible for evaluating and improving districtwide fiscal services. The district vice chancellor submits monthly financial reports to the board for review. (3D.35, 3D.114)

The district's customer information support team (WHCIST), developed around Datatel modules, is responsible for addressing any management information finance system module concerns or needs. (3D.115, 3D.118)

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

In October 2004, during West Hills College Coalinga (WHCC)'s transition as a separate college from West Hills College Lemoore (WHCL), the College Consultation Council (CCC) approved a budget development process. Budget development is tied to the strategic plan, educational master plan, and program review to ensure that necessary resources are allocated to ensure improvement of institutional effectiveness. Each college council has been charged with responsibility for developing the operating budget and a prioritized equipment/materials list for its respective area annually. The budgets are forwarded to the CCC for recommendations to the president. (3D.1, 3D.2, 3D.4, 3D.5, 3D.6, 3D.7, 3D.8, 3D.9, 3D.10, 3D.15, 3D.16, 3D.17)

Self-Evaluation

West Hills College Coalinga partially meets the standard. WHCC recognizes the importance of systematic assessment and the budget development process

specifies that each college council, as well as the CCC, will develop its annual budget plan by evaluating budget items in relation to college goals as stated in the strategic plan, master education plan, and program review documents with the ultimate goal to improve student learning outcomes. However, assessment procedures to ascertain the validity of the procedure for effective use of financial resources have not yet been developed. (3D.1, 3D.2, 3D.10, 3D.14, 3D.15, 3D.16, 3D.17)

Strategic goal 5 emphasizes enhancement of the financial strength of WHCC through alignment of resources with its mission and goals. The CCC is responsible for the achievement of the goal and through the use of a "quality circle" process began dialogue in September 2004 on identifying solutions to the achievement of the first key performance indicator related to the goal. Once all key performance indicators and goals are achieved through the process, the college needs to assess the validity of the process to ascertain if the financial strength of the college has been enhanced. (3D.2, 3D.3, 3D.20)

The May 2004 accreditation self study survey indicates that 42.31 percent of staff/administrator and 41.30 percent of faculty respondents agree that WHCC provides sufficient human, financial and physical (including technological) resources to support its educational programs; 9.62 percent of staff/administrator and 8.70 percent of faculty respondents "don't know", and 50.00 of staff/administrator and 48.08 percent of faculty respondents disagree. (3D.40)

Planning Agenda

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

Standard IIID Documentation References

- 3D.1 College Consultation Council (CCC) Handbook
- 3D.2 Strategic Plan
- 3D.3 Mission Statement
- 3D.4 WHCC College Councils Organization Chart
- 3D.5 Instructional Services Council (ISC) Handbook
- 3D.6 Student Services Council (SSC) Handbook
- 3D.7 Learning Resources Council (LRC) Handbook
- 3D.8 Facilities Development Council (FDC) Handbook
- 3D.9 President's Council Handbook
- 3D.10 WHCC Budget Development Process
- 3D.11 District Budget Development Review Process
- 3D.12 Planning, Budget and Accreditation (PBA) Meeting Minutes – Samples
- 3D.13 Budget Development Review Committee (BDRC) Minutes (January 2003)
- 3D.14 Educational Master Plan
- 3D.15 Instructional Program Review Handbook
- 3D.16 Non-Instructional Program Review Handbook
- 3D.17 Program Review Documents – Samples
- 3D.18 Board Policy 128 – Budget Development and Revision
- 3D.19 Board Policy 602 – Budget Preparation
- 3D.20 CCC Meeting Minutes (9-30-04)
- 3D.21 Board Meeting Minutes (7-20-04)
- 3D.22 District Budget Calendar
- 3D.23 2005-2006 Budget and Priority Lists
- 3D.24 Reserve Balance Document
- 3D.25 Watch List Document
- 3D.26 Board Meeting Minutes – Purchase North District Center Property
- 3D.27 Board Meeting Minutes – Approval of Certificates of Participation
- 3D.28 Measure G Bond Funds Update (6-30-03)
- 3D.29 WHCCD 2004 Annual Financial Report
- 3D.30 Financial Statistics for Current Cost of Education 2002-2003
- 3D.31 Cost Savings Document
- 3D.32 Email from Barbara Hioco (1-1-03)
- 3D.33 Email from Beverly Smith (1-17-03)
- 3D.34 WHCC/WHCL Instructional Budget Reallocations
- 3D.35 2003 District Audit Report
- 3D.36 Child Development Centers Audit Report
- 3D.37 Cal Grant/Financial Aid Program Compliance Review
- 3D.38 California Community Colleges Budget and Accounting Manual
- 3D.39 GASB Standards
- 3D.40 May 2004 Accreditation Self Study Survey
- 3D.41 Board Meeting Minutes – Samples
- 3D.42 Board Policy 2015 – Student Member

- 3D.43 CCC Meeting Minutes – Samples
- 3D.44 2004-2005 District Budget
- 3D.45 Reserve Balance Document
- 3D.46 TRANS Information
- 3D.47 Board Meeting Minutes – Authorization of TRANS
- 3D.48 Schedule of Insurance
- 3D.49 VIP/JPA Policy and Procedures
- 3D.50 VIP/JPA Accountability Model
- 3D.51 District Risk Management Committee Membership
- 3D.52 District Risk Management Committee Meeting Minutes – Samples
- 3D.53 District Budget Document - \$1.8 Million Savings
- 3D.54 Grant Reimbursements during Fiscal Crisis 2002-2003
- 3D.55 District Budget Services Supervisor Job Description
- 3D.56 Injury and Illness Prevention Plan
- 3D.57 Chemical Hygiene Plan
- 3D.58 District Risk Management Committee Meeting Minutes (October 2004)
- 3D.59 District Vice Chancellor of Business Services Job Description
- 3D.60 Dean of Student Learning Job Description
- 3D.61 District Organization Chart
- 3D.62 District Accounting Supervisor Job Description
- 3D.63 WHCCD Foundation Bylaws
- 3D.64 WHCCD Foundation Audit
- 3D.65 WHCCD Foundation Budget
- 3D.66 District Financing Corporation Meeting Minutes – Samples
- 3D.67 Board Meeting Minutes – Approval of Financing Corporation
- 3D.68 Consultant Report on Financial Aid
- 3D.69 Financial Aid Organization Chart
- 3D.70 EOPS/DSPS Organization Chart
- 3D.71 EOPS/CARE Site Review of Fiscal Practices (Spring 2004)
- 3D.72 Title IV Department of Education
- 3D.73 District Grants Accounting Supervisor Job Description
- 3D.74 Grant Audit Reports – Samples
- 3D.75 WHCCD Foundation Financial Statements
- 3D.76 WHCCD Foundation Guiding Principles and Mission Statement Document
- 3D.77 New WHCCD Foundation Bylaws/Board of Directors Membership List
- 3D.78 Traffic School Information
- 3D.79 Auditors Executive Summary Audit Reports
- 3D.80 Farm of the Future Financial Documents
- 3D.81 Residence Halls Financial Documents
- 3D.82 WHCCD Foundation Donation Examples
- 3D.83 Contract Education – Fork Lift Training
- 3D.84 WHCCD Foundation Book Loan Program
- 3D.85 All Youth One Stop (AYOP) Grant
- 3D.86 In-Home Day Care Cooperative Licensed Home Day Cares

- 3D.87 Fresno County Child Care Services Strategic Planning Session (August 2000)
- 3D.88 California Assistant Migrant Program (CAMP) Brochure
- 3D.89 CASS Grant
- 3D.90 Governor's Initiative Grant – Psychiatric Technician Program
- 3D.91 Upward Bound Renewal
- 3D.92 Title V Grant
- 3D.93 Bridget Program Binder
- 3D.94 USDA Collaboratory Agriculture Science Grant
- 3D.95 Coalinga Record (1-9-02)
- 3D.96 USDA CREES Grant
- 3D.97 Industry Driven Regional Collaborative Grant – Irrigation Water Technology and Management
- 3D.98 USDA Global Positioning System (GPS) Grant
- 3D.99 Fresno County Workforce Investment Board Memorandum of Understanding – Psychiatric Technician Program
- 3D.100 California Early Start Community College Preparation Report Early Intervention Assistant Training Program Final Report 2003-2004
- 3D.101 Email from Cathy Barabe (10-13-04)
- 3D.102 California Economic and Workforce Development Grant – Irrigation Technology
- 3D.103 California Economic and Workforce Development Grant – GPS Equipment
- 3D.104 California Economic and Workforce Development Grant – Precision Agriculture Workshops
- 3D.105 California Department of Water Resources Grant
- 3D.106 California Foundation Grant – Community Access to Computers
- 3D.107 Board Policies 603, 604, 606, 607, 611, 612
- 3D.108 District Fiscal Services Procedure Manual
- 3D.109 Computerized Disk of Warrants
- 3D.110 State of California Public Contract Code for Uniform Construction Cost Accounting Procedures
- 3D.111 Board Meeting Minutes – Adoption of Public Contract Code
- 3D.112 District Business Services Office Review Document 1996
- 3D.113 Board Meeting Minutes – Approval of Fiscal Services Reorganization
- 3D.114 Board Meeting Minutes – Financial Reports – Samples
- 3D.115 WHCIST Financial Module Meeting Minutes – Samples
- 3D.116 Business Services Executive Summary (October 2001)
- 3D.117 Business Services Review PowerPoint Presentation (October 2001)
- 3D.118 WHCIST Strategic Plan

STANDARD IV: 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.

STANDARD IV: Leadership and Governance

Marlon Hall (Co-Chair) – Basic Skills English Instructor

Dr. Larry Rathbun (Co-Chair) – Associate Dean of Student Learning

A: Decision-Making Roles

Clint Cowden – Agriculture Technology Instructor

Jim Grant – Speech Instructor

David Hedgecock – Geography Instructor

Anna Lisa Little – Child Development Instructor

Jill Stearns – District Director, Financial Aid

B: Board and Administrative Organization

Bruce Baker – GPS Project Coordinator

Carl Dean – Health/Physical Education Instructor

Mark Gritton – Health/Physical Education Instructor

Guadalupe Luna – Program Assistant

Merlin Welch – Heavy Equipment Instructor

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

West Hills College Coalinga (WHCC) is committed to a collegial governance model as defined in board policy. Students, faculty, staff, and administrators have designated roles in the college leadership and governance process. As a small community college, WHCC is able to foster opportunities for open communication between and among students, staff, faculty, and administrators as indicated by the series of "Voices, Values and Vision" town hall meetings held between October 2002 and January 2004 and the campus-wide meeting held in October 2004 to discuss the future of WHCC. There is a general sense of camaraderie and "family" with few barriers between levels of institutional hierarchy. Formal policies and procedures are established for much of the institution's required governance. (4A.1, 4A.2, 4A.3)

As part of the process of establishing itself as a separate college in a multi-college district, WHCC revised its committee and administrative organizational structure during its strategic planning development process. The proposed changes were discussed on several occasions with faculty, staff, student, and community constituents as part of the college's belief that "dialogue with the students, the faculty, the staff, and the community" guide "our thinking and our actions". In July 2004, the board approved the new committee organizational structure, administrative organizational structure, and strategic plan, which were presented to the faculty at fall flex day 2004. (4A.4, 4A.5, 4A.6, 4A.7, 4A.8, 4A.9)

Self-Evaluation

West Hills College Coalinga meets the standard. The college maintains an "Open Invitation to Dialogue" for all members of the community, recognizing that not all great ideas are generated within institutional committees. The "Voices, Values and Vision" planning process conducted in 2002-2003 is a vivid example of the

type of dialogue that is encouraged by the administration. Discussions were held on the college campuses and in local communities affording students, staff, faculty, and the public at large an opportunity to speak to a panel of administrators, faculty, staff, and students regarding the strengths and weaknesses of WHCC and the needs of the community. The result of the dialogue is an affirmed mission statement, clear vision statement, organizational values, guiding principles, and goals that were incorporated into the college's strategic plan. (4A.2, 4A.5, 4A.8, 4A.10, 4A.11)

In addition, the dialogue resulted in defining the college's revised committee and administrative organizational structures to encourage an environment of empowerment, innovation, and institutional excellence. The college's committee structure was revised to be collaborative in nature with systematic participative processes to ensure effective dialogue, evaluation, planning, improvement, and implementation of the strategic plan. The president presented the new board-approved strategic plan, council organizational structure, and administrative organizational structure to the faculty on flex day fall 2004. 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, 4A.7, 4A.8, 4A.9)

The College Consultation Council (CCC) was designed to function as the highest collaborative council at WHCC to review recommendations made by other college councils and/or committees, and to make recommendations to the college president. In addition, it reviews new or revised board policies and administrative procedures; makes recommendations on budget, planning, accreditation, and program review; and develops and maintain a campus budget review and allocation process. The broad-based membership includes the president, the chair or co-chair of the other four councils, associate deans of student learning, three classified staff, the academic senate president, three faculty, and two students appointed by the associated student body (ASB). In July 2004, the new committee organization was approved by the board. (4A.4, 4A.12, 4A.13, 4A.14, 4A.15, 4A.16)

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 strategic plan. 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. Membership includes six full-time faculty, one from each instructional area appointed by the academic senate; two part-time faculty; the dean of student learning; three associate deans of student learning; director of health careers; one disabled students program and services (DSPS) representative; one district information technology services (ITS) representative, one classified staff, and two students appointed by the associated student body (ASB). (4A.8, 4A.10, 4A.11, 4A.13)

The Student Services Council (SSC) 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. The SSC also reviews and provides recommendations on policies affecting 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. Membership includes three faculty (counselor, coach, EOPS) appointed by the academic senate, the dean of student learning, three associate deans of student learning; director of international students, two classified staff, one DSPS representative, and two students appointed by the ASB. (4A.8, 4A.10, 4A.11, 4A.14)

The Learning Resources Council (LRC) functions as the advisory committee for the library and learning resources area in accordance with the college's mission and vision statements, the strategic plan, and the educational master plan. The LRC ensures that learning resources is meeting the diverse needs of the students, faculty and staff, and encourages a supportive learning environment through the provision of learning resources. The LRC also promotes the use and understanding of research as a basis for making learning resources decision-making; provides recommendations and monitors the learning resources operating budget; reviews, evaluates and revises the learning resources program review process; and develops and implements student learning outcomes for learning resources. Membership includes the district dean of learning resources, two faculty appointed by the academic senate, the librarian, the library/learning resource specialist, the district educational technology specialist, one DSPS representative, one classified staff, and two students appointed by the ASB. (4A.8, 4A.10, 4A.11, 4A.15, 4A.17)

The Facilities Development Council (FDC) 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. 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. Membership includes the dean of student learning, the district dean of learning resources, the director of maintenance and operations, three associate deans of student learning, one DSPS staff member, one classified staff member, two faculty appointed by the academic senate, and one student appointed by the ASB. In addition, district personnel serve in ex-officio capacities as needed. (4A.8, 4A.10, 4A.11, 4A.16, 4A.17)

In addition to the revision of the WHCC committee structure, the administrative organizational structure was changed to reflect one of the new guiding principles of the strategic plan, "Because 'students first' is our motto, we will place a greater value on 'learner needs' as opposed to organizational needs." The former administrative model was based on the traditional separation of instructional and student services and included a dean of educational services and a dean of students. The new administrative organizational structure is based on a student learning model with a dean of student learning and three associate deans of student learning. Each administrator shares both instructional and student support service responsibilities to enhance communication between the two areas and improve student success. After open forum discussions with faculty and staff, the structure was approved by the board of trustees in July 2004 and presented to the faculty on fall flex day 2004. (4A.4, 4A.7, 4A.8, 4A.9)

The May 2004 accreditation self study survey indicates that 70.37 percent of staff/administrator and 65.22 percent of faculty respondents agree that staff and faculty are encouraged to participate in college decision-making processes through service on various committees and councils; 14.81 percent of staff/administrator and 19.57 percent of faculty "don't know", and 14.81 percent of staff/administrator and 15.22 percent of faculty respondents disagree. (4A.18)

The May 2004 accreditation self study survey indicates that 64.81 percent of staff/administrative and 60.00 percent of faculty respondents agree that the college administration provides effective leadership and encouragement to the

staff/faculty for the improvement of institutional goals and student learning outcomes; 9.26 percent of staff/administrator and 17.78 percent of faculty respondents “don’t know”, and 25.93 percent of staff/administrator and 22.23 percent of faculty respondents disagree. (4A.18)

Planning Agenda

None.

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

The roles of West Hills College Coalinga (WHCC) administrators, the academic senate, and the associated student body (ASB) in collegial governance are established in board policy, which formalizes the district’s commitment to ensuring that faculty, administrators, students, and staff have a substantive and clearly defined role in institutional policies, planning, and budget that relate to the individual’s areas of responsibility and expertise. Title 5 of the California education code requires that students, faculty, and staff are assured of effective participation in developing recommendations to the board. In addition, Title 5 grants the primary responsibility for making recommendations in the areas of curriculum and academic standards to the academic senate. The board of trustees monthly meetings contain a standing report agenda item from the academic senate president, the faculty bargaining unit president, and the classified staff bargaining unit president. (4A.19, 4A.20, 4A.21)

The academic senate and the ASB appoint representatives to the college councils and committees as defined in the council handbooks. 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 position is shared with the student government association (SGA) at West Hills College Lemoore (WHCL) on a rotating basis. (4A.12, 4A.13, 4A.14, 4A.15, 4A.16, 4A.21)

Self Evaluation

West Hills College Coalinga meets the standard. The new president of WHCC has involved administrators, faculty members, classified staff, and students in the governance of the college. Members of the strategic planning listening panel that participated in the "Voices, Values and Vision" town hall meetings included three administrators, seven faculty, four classified staff, three students, and four community members as listed in the strategic plan. In addition, administrators, faculty, classified staff, and students have clearly defined roles and representation on appropriate college councils and committees as described in the college council handbooks. The broad-based council involvement in the development of the strategic plan is evidence of the WHCC's institutional integrity regarding shared decision-making. (4A.2, 4A.8, 4A.12, 4A.13, 4A.14, 4A.15, 4A.16, 4A.22)

The participatory governance process at WHCC for administrators has changed with the administrative reorganization. Although administrators have always participated in the decision-making process, particularly in the specific instructional or student support service areas supervised by the administrators, the role has become more comprehensive under the new council and administrative organizational structure. The president chairs the president's council and the College Consultation Council (CCC). The president alternates with the West Hills College Lemoore (WHCL) president as chair of the district council on student learning (DCSL). The dean of student learning chairs the Instructional Services Council (ISC) and the Facilities Development Council (FDC). The dean of student learning also serves on the curriculum/general education committee, the DCSL, the district curriculum coordinating committee, and the district West Hills College customer information service team (WHCIST) leader's committee. The three associate deans of student learning serve as members of the above-listed college councils and serve as members of various district WHCIST committees. As active council and committee members, administrators serve as advocates for the administrator's respective area of responsibility, provide information about policies and procedures, and contribute to dialogue and decision-making. (4B.6, 4A.7, 4A.12, 4A.13, 4A.14, 4A.15, 4A.16, 4A.22, 4A.23, 4A.24, 4A.25)

The role of faculty in the governance process was 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. The president of the senate serves on the CCC, DCSL, and district curriculum coordinating committee, and has regular meetings with the college president and separate meetings with the dean of student learning. 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. In fall 2003, the board of trustees approved the formation of two separate faculty senates, one for each college—WHCC and WHCL. The WHCC academic senate revised its constitution and by-laws accordingly. (4A.26, 4A.27)

The senate holds bimonthly meetings and discusses relevant agenda items and hears reports from various college constituencies and its own committees. Senate agendas also include informational items presented administrators. The senate appoints faculty members to participate on the five 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. 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/general education committee chair. The WHCC leadership of the academic senate and administration has a good working relationship and respect for each other, as evident in the support received by each from the other. (4A.28, 4A.29)

The May 2004 accreditation self study Survey indicates that 64.81 percent of staff/administrator and 52.17 percent of faculty respondents agree that WHCC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes; 24.07 percent of staff/administrator and 28.26 percent of faculty respondents "don't know", and 11.11 percent of staff/administrator and 19.57 percent of faculty respondents disagree. (4A.18)

Planning Agenda

None.

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

Board policy provides for the West Hills College Coalinga (WHCC) academic senate to serve as the faculty instrument of collaboration with the administration in the determination of appropriate student learning programs and services. As mandated by Title 5 of the California education code, the academic senate is granted the primary responsibility for making recommendations in the areas of curriculum and academic standards. Its operation and committee structure are

described in the constitution of the academic senate and its by-laws. (4A.20, 4A.26, 4A.27)

The curriculum/general education committee, a subcommittee of the academic senate, serves as the coordinating and approving body for curriculum additions, deletions, and revisions. A faculty member chairs the committee, which includes faculty, administrators, classified staff, and a student representative. The committee encourages collaboration and collegial dialogue among all academic stakeholders regarding curriculum issues. (4A.26, 4A.30)

Faculty also discuss the development, management, evaluation, revision, and improvement of student learning programs and services at instructional area meetings led by the associate deans of student learning. In addition, the Instructional Services Council (ISC) led by the dean of student learning and the Student Services Council (SSC) led by an associate dean of student learning regularly bring issues on student learning programs and services to the College Consultation Council (CCC) and then to the academic senate for consideration. (4A.12, 4A.13, 4A.14, 4A.32, 4A.33)

Self-Evaluation

West Hills College Coalinga meets the standard. It is committed to the active involvement of faculty in many venues with particular emphasis placed on the role of faculty in the recommendation of student learning programs. Various councils and committees work collegially to enhance student learning programs and support services. The academic senate has primary responsibility for curriculum. In fall 2003, the board approved two separate curriculum/general education committees for WHCC and WHCL as well as a district curriculum coordinating committee. In August 2004, the district curriculum coordinating committee, which consists of the chief instructional officers, curriculum chairs, and academic senate presidents from WHCC and WHCL, met to establish new districtwide procedures regarding curriculum implementation. (4A.25, 4A.26, 4A.27)

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 College Coalinga (WHCC) faculty, staff, students, and administrators actively participate in the governance and administration of the college in concert with the intent and direction of Board Policy 2510 - Participation in Local Decision Making. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution as evidenced by the "Voices, Values and Vision" town hall meetings that resulted in a strategic plan approved by the board in July 2004, as well as the activities of the newly formed councils in which administrators, faculty, staff, and students participate. (4A.2, 4A.4, 4A.8, 4A.12, 4A.13, 4A.14, 4A.15, 4A.16, 4A.22)

Self-Evaluation

West Hills College Coalinga meets the standard. Through the extensive dialogue that occurred during the development of the new strategic plan, which created new governance structures and processes for WHCC, a mechanism for effective communication and the ability to work together was established. The level of collegial communication and cooperation has generally been high during the evaluation and planning process. (4A.6, 4A.7, 4A.8)

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 expounded in board policy extends to West Hills College Coalinga (WHCC). The college is committed to demonstrating honesty and integrity in the college's dealings with the community and external agencies. In addition, it agrees to continue to comply with accrediting commission's standards, policies, and guidelines as it has in the past. (4A.34, 4A.35, 4A.36)

Self-Evaluation

West Hills College Coalinga meets the standard. The college has responded to recommendations from previous accreditation visits and midterm

recommendations 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 self-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 beginning in December 2004, the self study report will be available on the college website. The monthly accreditation update reports to the board are currently available on the WHCC website. (4A.37, 4A.38, 4A.39)

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

West Hills College Coalinga (WHCC) is committed to regular evaluations of leadership, governance and decision-making structures, and processes to ensure integrity and effectiveness. As described in the strategic plan, WHCC established relevant goals and planning priorities, a time frame for each goal, a plan for communication to the institution's constituencies, and a mechanism for reasonable and informed change for five years. The strategic plan is a living document that will be reviewed periodically to determine progress toward the college's goals and the appropriateness of its direction as the institution evolves. (4A.8)

Self-Evaluation

West Hills College Coalinga meets the standard. As WHCC adjusts to its role as a separate college in a multi-campus district, it has been evaluating "who we have been" and postulating "who we want to be" through extensive dialogue. The focus continues to be driven by student-centered learning. Using the results of the "Voices, Values, and Vision" planning process, WHCC has adopted a new strategic plan, a new committee organizational structure including new collaborative councils involving all campus constituents, and an administrative organizational structure based on a student learning model. The results of these evaluations have been the work of faculty, staff, students, administrators, and community constituents and have been communicated at various meetings including fall flex day 2004. (4A.2, 4A.3, 4A.5, 4A.6, 4A.7, 4A.8, 4A.9)

As part of the district's commitment to regular evaluation of leadership and the institution's governance and decision-making structures and processes to ensure its integrity and effectiveness, the chancellor hired an organizational development consultant, Neil Koenig, who met with each administrator to ascertain the strengths and weaknesses of the WHCCD organizational structure. The results were then shared with administrators at an administrative retreat on August 29, 2003. Mr. Koenig assisted the group in focusing on each individual's role and how WHCCD is evolving as an institution. (4A.40)

Planning Agenda

None.

Standard IVA Documentation References

- 4A.1 Board Policy 2430 – Delegation of Authority to Chancellor
- 4A.2 “Voices, Values and Vision” Document
- 4A.3 Campus-wide Meeting – Bob Viet’s Farm
- 4A.4 Board Meeting Minutes (7-20-04)
- 4A.5 Strategic Plan Dates Document
- 4A.6 College Council Organizational Chart
- 4A.7 Administrative Organizational Chart
- 4A.8 Strategic Plan
- 4A.9 Flex Day Agenda – Fall 2004
- 4A.10 Mission Statement
- 4A.11 Vision Statement
- 4A.12 College Consultation Council Handbook
- 4A.13 Instructional Services Council Handbook
- 4A.14 Student Services Council Handbook
- 4A.15 Learning Resources Council Handbook
- 4A.16 Facilities Development Council Handbook
- 4A.17 Educational Master Plan
- 4A.18 May 2004 Accreditation Self Study Survey
- 4A.19 Board Meeting Minutes – Samples
- 4A.20 Board Policy 2510 – Participation in Local Decision-Making
- 4A.21 Board Policy 2015 – Student Member
- 4A.22 President’s Council Handbook
- 4A.23 District Council on Student Learning Meeting Minutes – Samples
- 4A.24 West Hills College Customer Information Support Team Strategic Plan
- 4A.25 District Curriculum Coordinating Committee Meeting Minutes – Samples
- 4A.26 Academic Senate Constitution
- 4A.27 Board Meeting Minutes (10-28-03)
- 4A.28 Academic Senate Meeting Minutes – Samples
- 4A.29 Faculty Load Reports – Academic Senate President and Vice President
- 4A.30 Curriculum/General Education Committee Handbook
- 4A.31 Instructional Area Meeting Minutes – Samples
- 4A.32 Instructional Services Council Meeting Minutes – Samples
- 4A.33 Student Services Council Meeting Minutes – Samples
- 4A.34 Board Policy 2715 – Code of Ethics/Standards of Conduct
- 4A.35 1999 Accreditation Self Study Report
- 4A.36 “Voices, Values and Vision” Article – [Coalinga Record](#)
- 4A.37 Response to Midterm Recommendations
- 4A.38 Accreditation Self Study Update Reports to the Board
- 4A.39 WHCC Website (www.westhillscollge/Coalinga.com)
- 4A.40 Administrative Retreat Minutes (8-29-03)

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 organization 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.

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 West Hills Community College (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 student representative position alternates between West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL) ensuring representation for each college. (4B.1, 4B.2, 4B.3)

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. (4B.4)

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.5, 4B.6)

Self-Evaluation

West Hills College Coalinga meets the standard. The 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. (4B.7)

Board Policy 2010 delineates board membership qualifications and provides for trustee membership based upon the geographical location with the district helping to ensure sure that all members of the community have representation by a "local" person. 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 education code, 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.1, 4B.2, 4B.4, 4B.8)

Board Policy 2510 clearly identifies the board of trustees as the "ultimate decision maker" within the district, as provided by the California education code. The board actively promotes the participation by district employees, students, and the public in its deliberations. (4B.9)

Although the board is an independent policy-making group, communication from district employees and community members is encouraged at its monthly meetings. 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. All meetings are open to the public, in compliance with the Brown Act. (4B.7)

The May 2004 accreditations self study survey indicates that 27.78 percent of staff/administrator and 34.78 percent of faculty respondents agree that the board of trustees includes adequate representation of the public interest and the diverse population of the college's service area; 31.48 percent of staff/administrator and 19.57 percent of faculty respondents "don't know"; and 40.74 percent of staff/administrator and 45.65 percent of faculty respondents disagree. (4B.10)

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 governing board establishes policies consistent with the college mission statement to ensure the quality, integrity, and improvement of student learning programs and services. The district council on student learning (DCSL) and the college academic senates propose academic and student support policies and procedure changes, which are brought forward to the board of trustees. The board of trustees approves the curriculum action report at the end of each semester. Each college informs the board on a monthly basis through written reports and special presentations on student learning issues. (4B.7, 4B.11, 4B.12)

Self-Evaluation

West Hills College Coalinga meets the standard. Board policies are intended to support the college mission to ensure the quality, integrity, and improvement of student learning programs and services. In particular, Board Policy 4020 addresses the quality and evaluation of the curriculum. The board periodically reviews, evaluates, and improves its policies by majority vote. WHCC provides input to the process through the DCSL, the academic senate, the classified and faculty bargaining units, and the associated student body (ASB). (4B.7, 4B.11, 4B.12, 4B.13, 4B.14)

One way in which the board of trustees encourages quality, integrity, and improvement of student programs and services consistent with the college mission statement is through the establishment of Board Policy 2430. The policy regarding delegation of authority provides direction to the chancellor who subsequently received board approval to identify the president of WHCC as the delegated authority for the college. The president led the "Voices, Values, and Vision" strategic planning process and engaged in community-wide dialogue resulting in the creation of new college mission and vision statements, committee and administrative organizational structures, and the strategic plan. The planning process focused on student learning as the key component. (4B.11, 4B.15, 4B.16, 4B.17, 4B.18, 4B.19)

Current board policies are available to the public from the chancellor's office, and the district website. The board's policies and procedures delineate the trustee's

responsibilities and contain policies whose purpose is to maintain and improve student learning programs and services. (4B.20)

Planning Agenda

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The West Hills Community College District (WHCCD) board of trustees has responsibility for educational quality. It establishes policies regarding academic and student support programs. The policies address a diversity of subjects, including curriculum development and approval, program changes, international student program, and student service programs. (4B.21, 4B.22, 4B.23)

The board of trustees has responsibility for legal matters and has empowered the chancellor through its bylaws and policies to designate those responsibilities to others. The chancellor has identified the district director of human resources (HR) as the equal employment opportunity (EEO) and American disabilities act (ADA) compliance officer. The board has identified the district director of HR as the designee to refer appropriate employment issues to legal council, and the district vice chancellor of business services as the designee to refer appropriate contract issues to legal counsel. (4B.15, 4B.24, 4B.25)

The board of trustees has responsibility for financial integrity and establishes policies and procedures regulating business activities and financial obligations of the district. The district's financial health is further ensured through regular reports and action items from the chancellor and vice chancellor of business services that are placed on regular board meeting agendas. (4B.7, 4B.26, 4B.27, 4B.28, 4B.29)

Self-Evaluation

West Hills College Coalinga meets the standard. The board of trustees has adopted Board Policy 2510 stating that it is the "ultimate decision maker in those areas assigned to it by state and federal laws and regulations" and has ultimate responsibility for educational quality, legal matters, and financial integrity. (4B.9)

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 an

end-of-year report highlighting the college's accomplishments for the year. The end-of-year report is particularly important to demonstrating institutional integrity since it keys the college accomplishments to the college goals (listed in the strategic plan) and the six accreditation themes. The board can formally request agenda items on instructional and student support programs. For example, the board requested a presentation on articulation. In October 2004, the articulation officer responded with a PowerPoint presentation and explained the articulation process. (4B.7, 4B.18, 4B.30, 4B.31)

The board ensures the financial integrity of the district through review of a preliminary budget in February, a tentative budget in June, and a final budget in August. A financial audit of the district by an independent auditing firm is received and reviewed each year by the board. The district vice chancellor of business services reports the current financial status to the Board at each regular meeting. (4B.29, 4B.32, 4B.33, 4B.34)

The May 2004 accreditation self study survey indicates that 25.93 percent of staff/administrator and 26.09 percent of faculty respondents agree that the board of trustees provides clear direction and guidance to ensure the financial soundness of WHCC; 38.89 percent of staff/administrator and 32.61 percent of faculty respondents "don't know", and 35.19 percent of staff/administrator and 41.30 percent of faculty disagree. (4B.10)

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 Community College (WHCCD) board of trustees' new and revised bylaws, policies, and administrative procedures are published as a part of the board's official agendas and minutes and posted to the district website. Several district and college staff members under the oversight of the district director of institutional effectiveness, planning and web services, engage in posting information to the website in order that all members of the campus and larger community may have easy access to district bylaws and policies. Hard copies of existing board policies that have not yet been updated are available in the chancellor's office. (4B.20, 4B.36)

Self-Evaluation

West Hills College Coalinga meets the standard. The district publishes board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures on its website. (4B.20, 4B.36)

Planning Agenda

None.

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 West Hills Community College (WHCCD) board of trustees approves and adopts policies that are appropriate for the organization and operation of the district. The chancellor recommends new policies and revisions of current policies to the board. 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 one of the new councils for consideration. In addition, as provided in the California education code, the academic senate may take resolutions directly to the board for action. In this way, a shared governance system is maintained. (4B.7, 4B.37)

Self-Evaluation

West Hills College Coalinga meets the standard. The board has a clear mechanism for establishing, evaluating, reviewing, and improving policies. The board is currently updating a variety of policies pertaining to transitioning from a single- to a multi-college district. In addition, the chancellor, using the Community College League of California's (CCLC) model, is leading the review of existing policies for compliance with local, state, and federal regulations and to separate board policies, along with the accompanying procedures, from college administrative procedures. The process began in 2001 and should be completed in 2005. As each policy and related procedure is reviewed and/or revised and approved, it is published on the district website. Hard copies of existing board policies that have not yet been updated are available in the chancellor's office. (4B.20, 4B.36)

Planning Agenda

None.

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 board of trustees has an informal process that provides for the personal education of board members including new member orientation. The board has a board policy that provides for the staggered term election of trustees from geographical areas within the district. The staggered term process promotes continuity of the board organization. (4B.4)

Self-Evaluation

West Hills College Coalinga partially meets the standard. The governing board does not currently have a formal orientation program for new board member development. Board membership has been very stable over several years with little need for a formal orientation program. However, when a new board member was elected several years ago, an orientation and tour by the chancellor, including explanations of the governance and budget process, was given. New trustees are invited to attend the new trustee orientation conference and the legislative conference hosted each year by the Community College League of California (CCLC). In addition, all trustees are given the opportunity to attend the annual trustee conference, hosted by the Association of College Trustees (ACCT). Board retreats are also held twice each year for the express purpose of board development. (4B.38)

The governing board has established a mechanism for providing continuity of board membership and staggered terms of office through Board Policy 2100. Four trustees are elected in one election year, and three are elected two years later. With the exception of the student trustee, there has been little turnover in the membership of the board for many years. (4B.3, 4B.4)

Planning Agenda

- The WHCCD Board of Trustees will develop a formal program for board development and new member orientation as the board expands to a multi-college district.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

Descriptive Summary

In April 2004, the West Hills Community College District (WHCC) established a regular self-evaluation process (Board Policy 2745) to be completed at the

annual board retreat. New and revised board policies are published on the district website. (4B.20, 4B.36, 4B.39)

Self-Evaluation

West Hills College Coalinga meets the standard. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in Board Policy 2745. (4B.39)

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

In order to assist the West Hills Community College District (WHCCD) board of trustees in achieving its goals, all members are expected to adopt and adhere to the code of ethics board policy that describes acceptable behaviors for its members. (4B.40)

Self-Evaluation

West Hills College Coalinga partially meets the standard. The governing board has established a policy delineating its code of ethics. However, the policy is silent on the issue of code violations. (4B.40)

Planning Agenda

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

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Board Policy 3200 describes the board's interest in and promotion of the accreditation process. The West Hills College Coalinga (WHCC) accreditation liaison officer (ALO) or the dean of student learning delivers an oral and written report to the board at regular monthly meetings. In October 2004, a draft of the self study report was given to the board of trustees for review. In November 2004, a revised final copy of the self study report was sent to the board of trustees for a first reading. In December 2004, the board of trustees approved the accreditation self study report. (4B.41, 4B.42, 4B.43, 4B.44, 4B.45)

Self-Evaluation

West Hills College Coalinga meets the standard. In December 2003, the board received a copy of the accreditation matrix draft, which was designed as a mechanism to ensure that the WHCC accreditation self study reflected both standards and themes. In February 2004, a special preview presentation was made at a board retreat. In July 2004, the WHCC end-of-year report illustrated how the college's major accomplishments were keyed to the accreditation themes, as well as to college goals. In October 2004, a draft version was reviewed by the board of trustees, and in November 2004, the board received a revised final copy of the self study for a first reading. In December 2004, the board of trustees approved the accreditation self study report. In addition, accreditation update reports have been presented at monthly board meetings. (4B.42, 4B.43, 4B.44, 4B.45, 4B.46, 4B.47, 4B.48)

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

The West Hills Community College (WHCCD) board of trustees has primary responsibility for hiring and evaluating the chancellor as described in board policy. The board also delegates full responsibility and authority to the chancellor to implement and administer board policies without board interference and holds the chancellor accountable for the operation of the district as described in board policy. The chancellor is empowered to delegate authority to the college president. In addition, the board confirms the employment of all administrators, faculty, and staff upon recommendation from the chancellor. (4B.15, 4B.49, 4B.50, 4B.51, 4B.52, 4B.53)

Self-Evaluation

West Hills College Coalinga meets the standard. To facilitate the transition from a single- to a multi-college district, the board created the position of chancellor for the district and subsequently a president for each college. The board evaluates the chancellor's performance yearly. (4B.54, 4B.55, 4B.56, 4B.57)

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 (WHCC) president oversees the main 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 others at various levels of the college. (4B.19, 4B.58)

Self-Evaluation

West Hills College Coalinga meets the standard. The president reports to the chancellor and is responsible for the quality of the institution. In July 2004, the board of trustees approved a major administrative organizational change proposed by the president to strengthen WHCC's commitment to developing and maintaining a college that places the learner at its center. The new administrative structure is based on a student learning model with a dean of student learning and three associate deans, each of whom is responsible for instructional and student support service components of the institution. The college's new administrative organizational structure is clearly outlined in the faculty resource guide and on the administrative responsibilities chart. The structure also includes the district dean of learning resources. (4B.19, 4B.23, 4B.59)

The president delegates authority appropriately within an administrative structure that reflects the size, complexity, and mission of WHCC. The dean of student learning has the authority to make decisions regarding the organization, functioning, and evaluation of instructional and student services operations. In addition, the president has strongly supported a clear chain of communication and requires individuals to follow the chain of communication whenever possible. (4B.60)

The president meets weekly with the dean of student learning to discuss issues and solve problems that arise in the daily operation of WHCC. In addition, the president meets on a regular basis, every two weeks, with the president's council, which consists of the dean of student learning, the district dean of learning resources, the three associate deans of student learning, the director of maintenance and operations, and the president of the academic senate. The president meets monthly with the College Consultation Council (CCC) which functions as the highest collaborative council at WHCC, reviewing recommendations made by other councils or committees and making recommendations to the president. (4B.61, 4B.62)

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 (WHCC) president has established 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

through the "Voices, Values and Vision" planning process and the development of the strategic plan. (4B.16, 4B.18)

Self-Evaluation

West Hills College Coalinga meets the standard. Shortly after being hired as the president of the original institution in the WHCCD, the president began a "Voices, Values and Vision" strategic planning process. A series of town hall meetings were held on campus and in local communities to identify the strengths and weaknesses of the institution. The collaborative dialogue among students, faculty, staff, administrators, and community constituents resulted in defining the college's revised committee and administrative organizational structures, college goals, mission, and vision statements as defined in the strategic plan, which was approved by the board of trustees in July 2004. (4B.11, 4B.16, 4B.17, 4B.18, 4B.19, 4B.63, 4B.64)

The five-year strategic plan considers internal and external environmental factors that affect the ability of WHCC to achieve its mission and describes strategic goals and related initiatives and action steps to move the college toward meeting its mission and vision. In addition, the plan advances ideas for maintaining the college's focus on excellence, student success, on being learner-centered; aligning resources with mission and goals, continuously improving operational efficiency, and acquiring new revenue sources. The strategic plan is designed to be a living document that will be continually evaluated and improved to provide educational opportunities to future generations by continuing an open dialogue among students, faculty, staff, administrators, and community members. (4B.11, 4B.18, 4B.65)

The May 2004 accreditation self study survey indicates that 62.27 percent of staff/administrator and 60.87 percent of faculty respondents agree that the president of WHCC provides effective leadership in planning, organizing, budgeting, hiring and assessing institutional needs; 20.76 percent of staff/administrator and 26.09 percent of faculty respondents "don't know" and 16.99 percent of staff/administrator and 13.04 percent of faculty respondents disagree. The data indicate general satisfaction among faculty and staff with the president's leadership but clearly a significant number of respondents appeared uninformed regarding the president's leadership. The president is exploring ways to increase employee's awareness of the actions the president leads to guide institutional improvement of the student learning environment. (4B.10)

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 (WHCC) through board policy. In conformity with the president's responsibilities and exercise of leadership opportunities, the president brings together members of the college community to dialogue and implement applicable statutes, regulations, and board policies to assure conformity with the college mission. (4B.11, 4B.15, 4B.65)

Self-Evaluation

West Hills College Coalinga meets the standard. The president is charged with ensuring that institutional practices are consistent with institutional mission and policies. To ensure that WHCC changes to meet the needs of its community constituents, the president provided the necessary leadership to implement the "Voices, Values and Vision" strategic planning process to establish the college's mission, values, and goals. The president meets regularly with city councils and service clubs providing dialogue on updates to college developments. The strategic plan is evaluated and revised every five years to ensure the institution's practices continue to be consistent with college mission and goals. (4B.11, 4B.16, 4B.18, 4B.65)

Through regular staff and faculty meetings, the president monitors the implementation of board policy and the college mission, goals, and objectives. Through leadership of the College Consultation Council (CCC) and the compilation of an end-of-year report connecting the accomplishments of the year with the college goals and accreditation themes, the president has ensured that institutional practices are consistent with institutional goals, mission, vision, and policies. (4B.11, 4B.17, 4B.48, 4B.61, 4B.66, 4B.67)

Planning Agenda

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The West Hills College Coalinga (WHCC) President chairs the College Consultation Council (CCC) composed of students, administrators, faculty, and classified staff. The council accepts input on budgetary matters from the Instructional Services Council (ISC), Student Services Council (SSC), Learning Resources Council (LRC), and Facilities Development Council (FDC). The

president monitors and controls budgets and expenditures through regular interactions with the dean of student learning, the district vice chancellor of business services, and the chancellor. (4B.61, 4B.68, 4B.69, 4B.70, 4B.71)

Self-Evaluation

West Hills College Coalinga meets the standard. Using a collegial and consultative dialogue process, the president leads WHCC in a fiscally-responsive and educationally-meaningful way. When confronted with the need for making a mid-year budget reduction to save \$600,000 in January 2003 due to state funding reductions, the president responded to the district budget reduction mandates only after a thorough consultative process with all members of the academic community. Several collegial meetings were held to discuss and share efficiencies and budget savings ideas among and between faculty, staff, students, and administrators. In addition, other meetings between WHCC, West Hills College Lemoore (WHCL), and the district were held to discuss efficiencies and budget savings. WHCC developed a cost-savings document for spring 2003, which was submitted to the district for consideration. (4B.72)

In July 2003, the presidents, chief instructional officers, and chief student services officers from WHCC and WHCL met to discuss division of the 2003-2004 supply budgets between the two colleges. The budget was \$300,000 less than the supply budget in 2002-2003. An agreement was reached and appropriate budget transfers made. In addition, the chief instructional officers met and developed a reallocation of the instructional supply budgets with 44 percent of the budget for WHCC and 56 percent for WHCL, roughly based on the number of course sections offered at each college. The 2003-2004 supply budgets have been rolled over for 2004-2005, while an allocation model is being developed by the district. The president will play a major role in collaboratively developing and implementing a budget allocation model for the district. (4B.73, 4B.75, 4B.75)

The president convened an unpaid student debt committee, consisting of 28 administrators, faculty, and classified staff. Eleven meetings were held between February 2003 and September 2003 to resolve unpaid student debt incurred by students living in the dorms. A "quality circle" process was used to identify the problem, major cost categories, major issue clarification, solutions, task completion, and time frame development. The committee identified 11 issues, solutions, and time lines for solution implementation. Progress reports on task completion were presented at each meeting. Most solutions were implemented by September 2003. (4B.76)

As West Hills Community College District (WHCCD) transitions from a single- to a multi-college district, the current district budget development process needs to be amended and a new budget development process for WHCC implemented. In January 2003, discussion began at the district budget review committee (DBRC),

and in October 2004, a budget development process for WHCC was approved by the CCC. The new budget process will be overseen by the CCC and tied to program review, the strategic plan, and master education plan to ensure that necessary resources are allocated to ensure improvement of institutional effectiveness. The process links budget and planning. (4B.18, 4B.61, 4B.77, 4B.78, 4B.79)

Planning Agenda

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The West Hills College Coalinga (WHCC) president works and communicates effectively with the communities served by the institution as demonstrated by the "Voices, Values and Vision" town hall meetings and development of the strategic plan. (4B.16, 4B.18, 4B.65)

Self-Evaluation

West Hills College Coalinga meets the standard. The president articulates the belief in the community college philosophy by actively seeking the ideas of its constituents and sharing the results of stakeholder contributions. By developing and implementing the "Voices, Values and Vision" town hall meetings process, the president created opportunities for interaction and dialogue with many constituents who might otherwise have been omitted from the consultative process. By taking the process into the local communities within the college's service area and, subsequently, reporting back to them, the president created personal relationships with community leaders, parents, and industry contacts. In addition, the president frequently speaks at various community organizations and clubs concerning college activities and higher education, and is involved in community organizations as well. (4B.16, 4B.65)

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

Descriptive Summary

West Hills Community College District (WHCCD) is currently comprised of one district office, one college (WHCC) with an attendance center (NDC) and one college (WHCL) that is a candidate for accreditation. The district delineates the operational responsibilities of the district and the colleges in Board Policy 2430 on delegation of authority and Board Policy 3100 on organizational structure. The district and college organizational charts depict the administrative structure of the district and colleges, which clearly delineates functions centralized at the district office and functions decentralized at WHCC. (4B.15, 4B.19, 4B.80, 4B.81)

Self-Evaluation

West Hills College Coalinga meets the standard. As the district evolves from a single- to a multi-college district, the philosophy of the board of trustees has been to provide the colleges with local autonomy. For example, in July 2004, the board approved a separate administrative organizational structure for WHCC. The district office was developed to provide the colleges with those needed support services that could be centralized to provide greater efficiency and effectiveness. However, as with many single-college districts that have made this transition, the implementation at times has caused ambiguity. Concern and confusion regarding the appropriate level of district involvement in college decisions has arisen during the transitional phase. However, the transition has also created the opportunity to evaluate new approaches such as the college's new administrative and council reorganization. (4B.19, 4B.63, 4B.64)

WHCCD completed a "mapping of functional lines of authority" to ascertain how well district and college employees understand the delineation of functional responsibilities between the district and the college. (4B.82)

Planning Agenda

None.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

In its support role, the West Hills Community College District (WHCCD) provides several centralized districtwide services to the colleges, including human resources, business services, marketing, financial aid, information technology services, enrollment management, facilities development and management, grants, learning resources, research, web services, child development centers, and foundation services. (4B.81)

The chancellor oversees the operation of the centralized services located at the district office except for learning resources. The district dean of learning resources oversees the functions districtwide, but maintains an office at each college. (4B.81, 4B.83)

Self-Evaluation

West Hills College Coalinga partially meets the standard. The districtwide centralized functions provide support services directly and indirectly to WHCC. The process for providing district-level services to the colleges needs to be reviewed on a regular basis during the transition from a single- to a multi-college district, as some services function effectively and efficiently while others appear less effective and efficient. In addition, while many district office personnel respond to and communicate with WHCC in a service-oriented mode, others do not. (4B.81)

One example of effective and efficient district- and college-level interaction is facilities development and management, handled by the district architect, the Addington Partnership (TAP), who specializes in college facilities management. In collaboration with the president, the dean of student learning, and the Facilities Development Council (FDC), a representative from the district architect's firm attends the FDC meetings and is an important part of the collaborative planning process. Due to the expertise of the district architect, WHCC has been successful at receiving approval and funding from the state for many remodeling projects. The district architect has been successful in receiving approval and funding for several scheduled maintenance projects. Maintenance and operations functions are decentralized at the college level; however, the district architect maintains close contact to ensure projects are completed in an adequate and timely manner. (4B.70, 4B.84, 4B.85, 4B.86)

One example of a districtwide function that needs further evaluation and improvement is enrollment management. The enrollment management office is centralized at the district office and has responsibility for admissions, records, registration, and curriculum management functions at both the district and college levels. Although enrollment management ensures that students are admitted to the college in a timely efficient manner, qualified students are registered, permanent records are accurate, and class schedules/catalogs are

maintained at the district level, a number of concerns have arisen. In particular, when the district enrollment management office's planned move of the district admissions assistant from the Coalinga campus to the district office occurs, both faculty and students will be handicapped in access to admissions and transcript services currently provided at the college. Additionally, access to curriculum forms and course outlines has been difficult. Faculty and deans frequently need specific course outlines, and staff from the office of student learning or articulation office had to travel several miles to the district office to retrieve course outlines. Consequently, plans have been made to duplicate curriculum forms for storage in the student learning and articulation offices at the college. Eventually, curriculum forms will be posted to the WHCC website. (4B.81)

The chancellor and many district staff members are cognizant of the district support role in providing effective services to the colleges and are responding as issues arise and taking corrective actions. An important part of the planning process is obtaining and using data to make decisions. The first step in meeting the research-based decision-making goal has been the recent implementation of a new technology infrastructure (Datatel) and a data warehouse to provide standardized "Crystal" reports. A district director of institutional effectiveness, planning and web services was hired in June 2004 to plan, organize, design, coordinate, supervise, and implement a comprehensive research program that supports both district and college goals, programs, and projects. The president and the dean of student learning met with the new director and requested needed research data and reports. The director then generated a time table for providing reports. The new technology infrastructure, data warehouse, and hiring of the new director should greatly enhance the ability of WHCC to make effective decisions based on data. (4B.87, 4B.88, 4B.89, 4B.90, 4B.91)

Planning Agenda

- The president will continue to communicate with the director of enrollment management to encourage collaboration and support to resolve admissions and registration issues at the college level.

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 chancellor of West Hills Community College District (WHCCD), subject to board approval, has overall responsibility for the fair distribution of resources that are adequate to support the effective operations of the colleges. The chancellor administers budget development, allocations, and expenditures according to federal, state, local, and district policies and procedures. The chancellor consults regularly with the vice chancellor of business services, who,

as the district's chief business officer, is charged with the development, approval, and control of the district budget. Budget issues, processes, including distribution of resources, are discussed with the college presidents on a regular basis at the chancellor's executive cabinet meetings. (4B.92, 4B.93)

Self-Evaluation

West Hills College Coalinga partially meets the standard. Financial management of the district has been an especially challenging assignment in recent years, due in large part to fiscal reduction and the fiscal uncertainty of the state of California. The impact of budget reductions has been magnified with the continued increased unfunded growth in enrollment at all campus sites and the expansion process of becoming a multi-college system. Consequently, district and college budgets and personnel have been reduced. With the majority of its budget used for payroll and other fixed expenses, few discretionary monies to be divided among the colleges currently exist although the district has covered college overages. As WHCCD continues to transition from a single- to a multi-college district, the chancellor and presidents will collaboratively develop an allocation model based on the unique needs of the two institutions that provides fair distribution of resources to present to the board of trustees for approval. (4B.93)

The May 2004 accreditation self study survey indicates that 42.31 percent of staff/administrator and 41.30 percent of faculty respondents agree that WHCC provides sufficient human, financial and physical (including technological) resources to support its educational programs; 9.62 percent of staff/administrator and 8.70 percent of faculty respondents indicated "don't know"; and 48.08 percent of staff/administrator and 50.00 percent of faculty respondents disagree. In addition, 18.87 percent of staff/administrator and 19.57 percent of faculty respondents agree that financial documents reflect appropriate allocation and use of financial resources to support student learning; 47.17 percent of staff/administrator and 45.65 percent of faculty respondents "don't know"; and 33.97 percent of staff/administrator and 34.78 percent of faculty respondents disagree. (4B.10)

Planning Agenda

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

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

The chancellor, as the chief executive officer for WHCCD, has overall responsibility and accountability for resource management, budget development,

and controlling of expenditures. The chancellor administers budget development, allocations, and expenditures in accordance with federal, state, local, and district policies and procedures. The chancellor consults regularly with the district vice chancellor for business services, who is charged with the development, approval, and control of the district budget and expenditures. The chancellor and vice chancellor submit financial reports to the board at each monthly meeting. The vice chancellor reviews the expenditures and current status of the budget as well as the projected year-end budget with the board of trustees. The board reviews and approves the list of expenditures at each monthly meeting. Other financial reports are provided as appropriate and/or requested by board members. (4B.29)

Budget issues, processes, and procedures are also discussed with the college presidents on a regular basis at the chancellor's executive cabinet meetings, as well as with other administrators and groups as necessary. For example, on spring flex day 2003, budget issues were presented to faculty members and staff, along with opportunities for questions and answers. (4B.93, 4B.94)

Self-Evaluation

West Hills College Coalinga meets the standard. The chancellor, vice chancellor, 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 day-to-day operations and management of fiscal resources occur in the vice chancellor's office. In addition, an annual audit conducted by an external accounting firm assesses the district's financial operations. (4B.95)

The chancellor provides district-level resources to assist WHCC in obtaining grants and partnerships to develop needed student learning programs and services. For example, a governor's initiative provided money for the development of the psychiatric technician program to train workers for employment at the new Coalinga state mental hospital. Support included facilities, equipment, supplies, and salaries, which greatly aided in the control of district expenditures for developing an important but expensive student learning program. (4B.96)

Through a partnership with CISCO systems, the chancellor has provided for a highly effective, state-of-the-art technology infrastructure that enables district and college personnel to access information and to perform duties effectively and efficiently. The integrated voice, video, and data system provides a reliable mechanism to videoconference meetings and courses among internal and external sites, and allows for easy use of web-based services. The saved

personnel time and mileage costs attest to the value of the system to the control of expenditures in the district budget. (4B.97)

It is particularly important that effective development of resources and control of expenditures occur for a small district in transition to a multi-college system. The chancellor has established long-term financial stability for WHCCD by the board-approved implementation of certificates of participation (COPS), a funding source used by school districts throughout the nation to fund capital outlay for land acquisitions, site improvements, buildings, and equipment. (4B.98)

The May 2004 accreditation Self-Study Survey indicates that 24.07 percent of the staff/administrator and 28.26 percent of faculty respondents agree that the chancellor provides clear direction and guidance to ensure the financial soundness of WHCCD; 31.48 percent of staff/administrator and 26.09 percent of faculty respondents "don't know"; and 44.44 percent of the staff/administrators and 45.65 percent of faculty respondents disagree. (4B.10)

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

The chancellor gives full responsibility and authority to the president of West Hills College Coalinga (WHCC) to implement and administer delegated policies and holds the president responsible for the operation of the college as mandated by Board Policy 2510. (4B.9)

Self-Evaluation

West Hills College Coalinga meets the standard. The chancellor has supported the president's leadership in guiding the "rebirth" of the college in Coalinga to establish its own collaborative decision-making processes. The president led a series of "Voices, Values, and Vision" town hall meetings that included dialogue with faculty, administrators, staff, students, and community constituents as part of the strategic planning process. The discussions led to the development of a new strategic plan, council organizational structure, administrative organizational structure, and educational master plan. The chancellor supported and placed the changes on board of trustee agendas for action and recommended the items be approved. (4B.16, 4B.18, 4B.19, 4B.63, 4B.64, 4B.79)

Planning Agenda

None.

IV.B.3.f. The district/system acts as the 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

The district acts as the liaison between West Hills College Coalinga (WHCC) and the board of trustees. The chancellor, as the chief executive officer for West Hills Community College District (WHCCD), as written in Board Policy 2430, provides leadership in defining goals, developing plans, and establishing priorities for the district. The chancellor leads district-wide 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 for business services, district director of human resources, and the college presidents. In addition, the president holds the president's council and College Consultation Council (CCC) meetings to communicate with college administrators, faculty, staff, and students on a regular basis. (4B.15, 4B.66, 4B.67, 4B.93, 4B.99, 4B.100)

The district and the college use a state-of-the-art technology infrastructure to communicate. Communications occur through the use of the telephone, email and fax integrated CISCO AVVID system, as well as through the website and the videoconferencing of meetings and presentations. A "public folders" section on the district email system allows availability of documents to employees through email. The use of technology allows communication in a timely manner, a critical feature due to the large geographical size of the district. (4B.101)

Self-Evaluation

West Hills College Coalinga meets the standard. The chancellor acts as the liaison between WHCC and the board. Informed dialogue between the district and college flows in both directions. 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 with college-level constituents in meeting college student learning goals. (4B.66, 4B.67, 4B.93)

The president communicates through the president's council and the CCC with administrators, program directors, faculty, staff, and students on a regular basis. The dean of student learning holds regular meetings as with the Instructional Services Council (ISC) and Facilities Development Council (FDC). The dean of student learning also meets daily with the associate deans to discuss student learning issues. Dialogue from the deans meetings is shared with the college councils and the president. The president and the dean of student learning meet at least once per week to discuss daily operational and planning issues, which are then communicated to the appropriate personnel. In addition, the president and dean of student learning meet regularly with the academic senate president. Student Services Council (SSC), Learning Resources Council (LRC), academic senate, associate student body (ASB), curriculum/general education meetings, and special student support services meetings are held as well, and discussion items reported to the CCC and the president. (4B.66, 4B.67, 4B.102, 4B.103, 4B.104, 4B.105, 4B.106, 4B.107)

The college president has held, and continues to hold, dialogue opportunities with faculty, students, staff, administrators, and community members to solicit input and disseminate information to college constituents, including the "Voices, Values and Vision" town hall meetings strategic planning process. The president also addresses the faculty and staff on flex days. (4B.16, 4B.18, 4B.108)

In order to facilitate communication with other members of the district on important issues, the presidents of WHCC and West Hills College Lemoore (WHCL) holds district council on student learning (DCSL) meetings every two weeks to discuss student learning issues that pertain to the district. Committee recommendations are brought to the attention of the board through the chancellor. The dean of student learning and associate deans participate on the newly established district customer information support team (WHCIST), and the dean of student learning participates on the district curriculum coordinating committee. The purpose of all meetings is to promote communication, participatory governance, and dissemination of information. (4B.12, 4B.109, 4B.110)

The chancellor meets with the college presidents and administrators at four annual administrative planning retreat and the presidents and administrators participate in board retreats. The retreats provide effective communication and planning mechanisms. The retreats provide a consistent means of communication, budget planning, goal setting, establishing priorities and resource allocation. The chancellor address addresses staff and faculty districtwide on duty days to update personnel on the current state of the district, including achievements and changes that have occurred in the past year. (4B.94, 4B.99, 4B.100)

Students are automatically assigned an email account, providing a way for district and college personnel to contact students easily. The district and college websites contain the college catalog; course schedule; curriculum course outlines, instructional area information; student services information; board policies; information about board of trustees, chancellor, president, administrators and faculty members; and current events at the WHCC. (4B.111, 4B.112)

WHCCD and WHCC recognize the need for ongoing promotion of electronic communication opportunities and training for administrators, staff, faculty, and students to utilize the advantages of the communication systems. Workshops and training seminars are scheduled throughout the year. (4B.113)

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

As early as 1999, West Hills Community College District (WHCCD) sought input from faculty and staff concerning the district's role with respect to its effectiveness in setting and meeting educational goals. During July 1999, over a two-day period, the district used the opportunity of the new millennium to employ a "New Millennium Retreat." The district was experiencing significant growth and had just received favorable approval from the voters in the district for a \$19 million general obligation bond. The passage of the bond would enhance the current and projected growth for at least the next five to seven years. It was because of the growth pressures and the possibility of becoming a multi-college district that the board of trustees and district and college staff sought the assistance of an intensive, yet comprehensive, strategic planning process. (4B.114)

The process and the participants, which included a board member, provided valuable information for the district by indicating the characteristics and expectations of West Hills College and the WHCCD. It was clear that at times the district is viewed as impersonal, a historical corporate entity, a group name, a unifying concept, and more importantly, a resource, not a duplicative bureaucracy. The retreat process also produced a statement of shared values, a

mission and a vision statement, and more importantly, strategic goals or action plans to be followed over the next three to five years. On August 24, 1999, the "New Millennium Retreat" summary report was presented to the board of trustees. The report was described as a blueprint for future action and the board of trustees concurred. (4B.115)

The goals listed in the report were as follows:

Recruit and retain world-class faculty and staff – The district made a concerted effort with the faculty association to meet the median salary range of the Central 14 community college districts to make the salary schedule competitive. The result was a three-year contract (2000 – 2003) wherein the faculty received an approximate 32 percent increase over the life of the contract. A board policy was developed – Employee Educational Assistance Program – which is unique among California community colleges wherein the district provides \$3,000 per employee each year to assist them in furthering educational goals. (4B.116, 4B.117)

Improve internal communications – Communication to all staff by the college president occurred in writing a minimum of twice a year. In all publications and advertising WHCCD began to "tell the story of West Hills". Additionally, a website was created. The publication, Dialogue, highlighted the good things that WHCCD is doing as a district and broadened the amount of information that was shared with faculty, staff, and friends of the college. Also, administrative staff were required to schedule and hold meetings with classified staff to disseminate information in a face-to-face manner, publishing agendas, and keeping minutes. (4B.112, 4B.118, 4B.119)

As recently as summer 2004, West Hills College Coalinga (WHCC) submitted a committee organizational structure that was developed through the shared governance process at the college in an attempt to create a more effective governance process; therefore, a governance model that increased internal communication. (4B.64)

Develop and implement a plan to revitalize the curriculum which responds to and anticipates the needs of our communities – In this area the college was very responsive to a number of programs that have been very successful, particularly in the vocational areas: psychiatric technician program in cooperation with the Department of Mental Health; "Farm of the Future," which came about through a generous donation from a local citizen; and gaming curriculum which has supported a number of Native American casinos in the area. At the January 18, 2000 board meeting, a resolution was adopted in the matter of providing a hospitality program in

partnership with the Santa Rosa Rancheria and The Palace Indian Gaming Center. The resolution expressed the importance of establishing the hospitality program. (4B.120, 4B.121, 4B.122)

In each area the curriculum committee responded in a very timely manner to assist the college in providing training for the needed and vital jobs to the region. Additionally, the number of courses included in the CAN numbering system has doubled during the same period of time. College transfer rates have increased steadily. (4B.123, 4B.124)

Develop/enhance community involvement – The revitalization of advisory committees has occurred, providing great benefit to the colleges. The colleges have developed collaborative efforts with six out of the seven cities in the district allowing a great opportunity to provide child care, federal grants, and additional services to our communities. Regular news releases and ads on district and college activities were also used extensively to communicate with the communities we serve. It was also during this time that the West Hills College Foundation began to expand by employing a full-time executive director while expanding the number of community directors participating on its board. (4B.125, 4B.126)

As a result of the efforts to revitalize curriculum and enhance community involvement, West Hills has been recognized by the MetLife Foundation as the small community college nationwide that best exemplified serving the needs of a diverse student population in 2002. (4B.127)

Additionally, the Campus Compact organization honored West Hills with a visit in 2004 and will feature it in a monograph of best practices of civic engagement at minority-serving institutions that will be published in 2005. (4B.128)

The immediate next steps identified in the new millennium retreat were as follows:

- New Millennium presentation at opening session (4B.129)
- Move process through College Council (4B.130)
- Revise values, mission and vision statement as appropriate
- Seek board approval of values, mission, vision and strategic goals for the New Millennium (4B.131)
- Assign individuals responsible
- Schedule progress reports on implementation of action steps

As WHCCD evolved into two colleges (Board of Governors approval on July 10, 2001 and California Postsecondary Education Commission approval on February

4, 2002), with the construction of WHCL, and as WHCCD began to move towards the evaluation process necessary in the accreditation mechanism, the district initiated its first mapping survey. The district's initial mapping survey was distributed to all employees on November 25, 2003. Results of the survey were discussed with the chancellor's executive team on December 19, 2003; with all employees during the chancellor's state of the district address on January 16, 2004; and with administrators at the quarterly administrative retreat held on January 30, 2004. (4B.82, 4B.132, 4B.133, 4B.134)

The administrative team meets approximately four times each year as a part of the decision-making process. During that time the administrative team seeks input from the colleges and district staff as to how better service can be provided to one another. After construction of WHCL, the district and college administrators agreed to continue meeting as a team rather than meeting as separate entities. The group felt it was beneficial to meet as a team to assess processes as WHCC evolved into a new district. On August 29, 2003, the administrative team met and had discussions with Mr. Neil Koenig, administrative consultant. Mr. Koenig assisted the group in focusing on each individual's role and how WHCCD is evolving as an institution. In the days prior to that retreat, Mr. Koenig interviewed each administrator at the district and college level to talk about how WHCCD is transitioning from an organization that has been growing rapidly to one that can sustain itself. (4B.99, 4B.135, 4B.136)

Self Evaluation

West Hills College Coalinga meets the standard. The district utilizes the current chancellor's executive cabinet meeting structure for the purpose of analysis and communication and utilizes an ongoing evaluation process with respect to the districtwide administrative staff. Input is given at the district level from the colleges at executive cabinet meetings where issues such as policies, financial aid, transportation, EOPS/DSPS, libraries, etc. are discussed. The status of these services and how the services can function differently or better is discussed and new organizational approaches are reviewed and implemented. Specific examples include recommendations that came forward from the campuses to organize a district financial aid structure; a blending of the DSPS/EOPS functions at the college levels; and an experiment with the district library functions. All recommendations have come forward from the campus level to the district in an attempt to be non-duplicative and more responsive as identified in the first "New Millennium" report. (4B.114)

The lack of effective research and its inclusion in a college and districtwide planning process was identified as a shortcoming in the prior accreditation report for WHCL. Prior to the accreditation process, and as a result of the identification, the colleges and district have been in discussions concerning the best way to meet the research need. The result was a college and district collaboration,

which resulted in the identification of a new position – director of institutional effectiveness, planning and web services – which was developed and filled on June 1, 2004. The new office is producing essential information to assist WHCC in its upcoming accreditation visit as well as providing essential information to WHCL for its anticipated visit. (4B.87)

Another example of how the district seeks campus input concerning its effectiveness is the West Hills Customer Information Support Team (WHCIST) which was formed in January, 2004. The committee was developed from a prior committee which implemented the new Datatel management information software throughout the district. There was a need to continually provide information and services to the campuses; however, it was becoming fragmented. Once again, the colleges provided an appropriate solution of combining the efforts and talents of district and college staff to make sure that the information was customer-driven. The WHCIST now evaluates how information is gathered from and how it is provided to the college users. After the first year of operation, WHCIST has provided the district chancellor and college presidents with a reorganization model that it believes will allow the team to work more effectively in the future. (4B.109, 4B.137)

With regard to the board of trustees' self-evaluation, the board has requested additional study sessions as a result of the board's self-examination during the past year concerning the number of programs and the effectiveness of efforts at the campuses and in local communities. To that end, each month – with a few exceptions – the board has received detailed reports on health care costs faced by the district, financial aid, human resources procedures, accreditation, etc. In April 2004, the board of trustees approved a board self-evaluation policy, which states that the board 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 always provided an opportunity during its annual retreat to conduct a person-to-person self-evaluation of their effectiveness as individual board members and as a group. The board is currently looking at samples of documents used by other boards. It is anticipated that at its annual retreat in February 2005 the board will use a formal self-evaluation process to assist them in this ongoing commitment to self-evaluation. Therefore, while the board recognizes the need for a formal evaluation tool, it is also worth noting that the board views evaluation as a formative process and enters into discussion when appropriate and necessary in addition to the anticipated new formal tool. (4B.38, 4B.39)

Planning Agenda

None.

Standard IV Documentation References

- 4B.1 Board Policy 2010 – Board Membership
- 4B.2 Board Policy 2015 – Student Member
- 4B.3 Board Members – Past Ten Years
- 4B.4 Board Policy 2100 – Board Election
- 4B.5 Board Policy 2310 – Regular Meetings of the Board
- 4B.6 Board Meeting Schedule (2004-2005)
- 4B.7 Board Meeting Minutes - Samples
- 4B.8 Board Policy 2305 – Annual Organizational Meeting
- 4B.9 Board Policy 2510 – Participation in Local Decision-Making
- 4B.10 May 2004 Accreditation Self Study Report
- 4B.11 Mission Statement
- 4B.12 District Council on Student Learning Meeting Minutes – Samples
- 4B.13 Board Policy 4020 – Program and Curriculum Development
- 4B.14 Academic Senate Meeting Minutes – Samples
- 4B.15 Board Policy 2430 – Delegation of Authority to Chancellor
- 4B.16 “Voices, Values and Mission” Document
- 4B.17 Vision Statement
- 4B.18 Strategic Plan
- 4B.19 WHCC Administrative Organizational Chart
- 4B.20 District Website
(www.westhillcollege.com/boardtrustees/policies/policies.asp)
- 4B.21 Curriculum Action Reports – Samples
- 4B.22 Board Policy 4020 – Program and Curriculum Development
- 4B.23 International Student Presentation to the Board (7-20-04)
- 4B.24 Board Policy 203 – Control Responsibility
- 4B.25 Board Bylaws
- 4B.26 Board Policy 6300 – Fiscal Management
- 4B.27 Board Policy 6200 – Budget Preparation
- 4B.28 Board Policy 6250 – Budget Management
- 4B.29 Financial Reports to the Board – Samples
- 4B.30 2003-2004 End-of-Year Report
- 4B.31 Articulation Presentation to the Board (10-26-04)
- 4B.32 2004-2005 Preliminary Budget
- 4B.33 2004-2005 Tentative Budget
- 4B.34 2004-2005 Final Budget
- 4B.35 2003-2004 Audit
- 4B.36 New and Revised Board Policy Procedures Report
- 4B.37 Board Policy 2410 – Policy and Administrative Procedures
- 4B.38 Board Retreat Minutes – Samples
- 4B.39 Board Policy 2745 – Board Self-Evaluation
- 4B.40 Board Policy 2715 – Code of Ethics/Standards of Practice
- 4B.41 Board Policy 3200 – Accreditation

- 4B.42 Accreditation Update Reports to the Board
- 4B.43 Fifth Draft of Accreditation Self Study Report
- 4B.44 Seventh Draft of Accreditation Self Study Report
- 4B.45 Board Meeting Minutes (12-7-04)
- 4B.46 Accreditation Matrix
- 4B.47 Accreditation Presentation at Board Retreat (2-9-04)
- 4B.48 2003-2004 End-of-Year Report
- 4B.49 Board Policy 2431 – Chancellor Selection
- 4B.50 Board Policy 212 – Employment of Management Personnel
- 4B.51 Administrative Procedure – Hiring Procedures and Guidelines for Administrators
- 4B.52 Board Policy 303 – Employment of Certificated Staff
- 4B.53 Board Policy 402 – Employment of Regular Classified Personnel
- 4B.54 Board Meeting Minutes – Hiring of Chancellor
- 4B.55 Board Meeting Minutes – Hiring of President WHCL
- 4B.56 Board Meeting Minutes – Hiring of President WHCC
- 4B.57 Board Meeting Minutes – Evaluation of Chancellor
- 4B.58 WHCC President Job Description
- 4B.59 WHCC Administrator Responsibilities Chart
- 4B.60 Dean of Student Learning Job Description
- 4B.61 College Consultation Council (CCC) Handbook
- 4B.62 President’s Council Handbook
- 4B.63 Board Meeting Minutes (7-20-04)
- 4B.64 College Council Organizational Structure
- 4B.65 Strategic Plan Dates Document
- 4B.66 CCC Meeting Minutes – Samples
- 4B.67 President’s Council Meeting Minutes – Samples
- 4B.68 Instructional Services Council Handbook
- 4B.69 Student Services Council Handbook
- 4B.70 Facilities Development Council Handbook
- 4B.71 Learning Resources Council Handbook
- 4B.72 Spring 2003 Cost Savings Document
- 4B.73 Email from Barbara Hioco (7-1-03)
- 4B.74 Email from Beverly Smith (7-17-03)
- 4B.75 WHCC/WHCL Instructional Budget Reallocations
- 4B.76 Unpaid Student Dorm Debt Binder
- 4B.77 Budget Review Development Committee Meeting Minutes (1-22-03)
- 4B.78 WHCC Budget Development Process Document
- 4B.79 Educational Master Plan
- 4B.80 Board Policy 3100 – Organizational Structure
- 4B.81 District Organizational Charts
- 4B.82 Memo and Mapping Survey (11-25-03)
- 4B.83 Dean of Learning Resources Job Description
- 4B.84 The Addington Partnership Website (www.addington.net)

- 4B.85 Facilities Master Plan
- 4B.86 FDC Meeting Minutes – Samples
- 4B.87 Board Meeting Minutes (6-19-04)
- 4B.88 Research Data Request List
- 4B.89 Research Report Time Line
- 4B.90 Data Warehouse – Phase 1 Preliminary List of Reports
- 4B.91 Director of Institutional Effectiveness, Planning and Web Services Job Description
- 4B.92 2004-2005 District Budget
- 4B.93 Chancellor’s Executive Cabinet Meeting Minutes – Samples
- 4B.94 Chancellor’s Presentation – Duty Day (January 2003)
- 4B.95 2003 Audit Report
- 4B.96 Governor’s Initiative Grant Budget Information
- 4B.97 CISCO Systems Information
- 4B.98 Certificates of Participation – Board Meeting Minutes (10-16-04)
- 4B.99 Administrative Retreat Agendas – Samples
- 4B.100 Board Retreat Agendas – Samples
- 4B.101 Public Folders Structure
- 4B.102 ISC Meeting Minutes – Samples
- 4B.103 FDC Meeting Minutes – Samples
- 4B.104 SSC Meeting Minutes – Samples
- 4B.105 LRC Meeting Minutes – Samples
- 4B.106 Academic Senate Meeting Minutes – Samples
- 4B.107 Curriculum/General Education Committee Meeting Minutes – Samples
- 4B.108 Flex Day Agendas – Samples
- 4B.109 WHCIST Meeting Minutes – Samples
- 4B.110 District Curriculum Coordinating Committee Minutes – Samples
- 4B.111 Student Email Procedures
- 4B.112 District Website (www.westhillscollge.com)
- 4B.113 Technology Training Flyers
- 4B.114 New Millennium Retreat Summary
- 4B.115 Board Meeting Presentation (8-14-99)
- 4B.116 2000-2003 Faculty Contract
- 4B.117 Board Policy 7135 – Employee Education Assistance Plan
- 4B.118 Dialogue – Samples
- 4B.119 Commercials, Radio Ads, Angel Video
- 4B.120 Psychiatric Technician Program Brochure
- 4B.121 Farm of the Future Documents
- 4B.122 Board Resolution PR-22
- 4B.123 College Catalog – CAN Courses
- 4B.124 WHC Transfer Rates Report
- 4B.125 News Releases
- 4B.126 WHC Foundation Board Membership List
- 4B.127 Met Life Brochure

- 4B.128 Campus Compact Letter and Site Visit Summary (9-13-04)
- 4B.129 Duty Day Presentation (August 1999)
- 4B.130 College Council Meeting Minutes – Samples
- 4B.131 Board Meeting Minutes (1-18-00)
- 4B.132 Chancellor’s Executive Cabinet Meeting Minutes (12-19-03)
- 4B.133 Duty Day State of District Presentation (1-16-04)
- 4B.134 Administrative Retreat Minutes (1-30-04)
- 4B.135 Administrative Retreat Schedule
- 4B.136 Administrative Retreat Minutes (8-29-03)
- 4B.137 WHCIST Strategic Plan

PLANNING SUMMARY

West Hills College Coalinga (WHCC) students, faculty, administrators, classified staff and community members, representing a broad-based constituency, have produced the institutional self study document for affirmation of accreditation. The college formally recognizes areas of concern as planning agendas that are listed at the end of each substandard. The agendas represent the direction that WHCC will take to address the specific issues raised in the various self-evaluations in each substandard of the self study. These agendas generally involve three themes: planning and evaluation, funding, and student learning outcomes.

- **Planning and evaluation:** Planning and evaluation agendas deal with developing a distance education philosophy; student satisfaction survey; plan to reorganize student services to maximize student contact; a plan to heighten awareness of student support services; financial documentation formats that explicitly reflect fiscal support for student learning programs and services; systematic process for evaluating personnel needs; assessment procedure for evaluating the effective use of financial resources; formal program for board development and new member orientation; revision of the board of ethics to include a clear policy for dealing with code violations; resolution of admissions and registration issues; and allocation model for the fair distribution of resources to the colleges.
- **Funding:** Funding agendas deal with assessing the impact of potential faculty retirements, assessing the need for student support staffing, developing a faculty hiring plan, finding resources to staff the NDC library an additional 19 hours per week, and securing funding for improving the library collection.
- **Student Learning Outcomes:** Student learning outcomes agendas deal with developing degree-level core student learning outcome competencies; incorporating the assessment of student learning outcomes into the program review process; establishing student learning outcomes for student services and learning resources programs; ensuring information competency skills become a key component of instruction; negotiating how student learning outcomes should be included in the evaluation process for full- and part-time faculty; and negotiating how the issue of student learning outcomes should be included in the evaluation process for classified staff.

The College Consultation Council (CCC) will review existing goals in the strategic plan to see if any of the planning agenda issues are addressed already. If so, the CCC will request that the college council responsible for that goal develop a special implementation strategy and time line to accomplish the items described in the planning agendas.

For those areas where existing goals do not address issues raised by the planning agendas, the CCC will develop new goals, key performance indicators, implementation strategies, responsibilities, and timelines to be added to the strategic plan. The new goals and/or key performance indicators will be assigned to the appropriate college council for implementation. As necessary, additional resource persons will be asked to attend college council meetings to provide appropriate support.

When WHCC receives specific recommendations as a result of the site team visit, the accreditation liaison officer will report the recommendations to the CCC, which will make appropriate recommendations to the president regarding any further changes required in college goals and/or key performance indicators. The CCC will review and evaluate progress on the achievement of the planning agendas annually to ensure accomplishment. Many of the agendas may require more than one year for completion.

PLANNING AGENDAS

STANDARD I Institutional Mission and Effectiveness

- A. Mission
 - None.
- B. Improving Institutional Effectiveness
 - None.

STANDARD II Student Learning Programs and Services

- A. Instructional Programs
 - The academic senate in conjunction with the College Consultation Council will develop a distance education philosophy statement.
 - The curriculum committee/general education committee will develop degree-level core student learning outcome competencies.
 - The Instructional Services Council will incorporate the assessment of student learning outcomes into the program review process.
- B. Student Support Services
 - The Student Services Council will collaborate with the district director of institutional effectiveness, planning and web services to implement the inclusion of research data and analysis in the student support services program review process.
 - 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 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 WHCC.
 - The Student Services Council will collaborate with the district director of institutional effectiveness, planning and web services to develop a student satisfaction survey to be administered in 2004-2005.
 - The Student Services Council through extensive 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.

C. Library and Learning Support Services

- The Learning Resources Council and the College Consultation Council will find the necessary resources to staff the NDC a minimum additional 19 hours per week by fall 2005.
- 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.
- The Learning Resources Council will develop a plan to increase student, faculty, and staff awareness regarding services provided by learning resources.
- The Learning Resources Council will make recommendations to the College Consultation Council to secure funding to improve the library collection at the Coalinga and NDC libraries.
- The Learning Resources Council will collaborate with the curriculum/general education committee to ensure information competency skills become a key component of instruction to students.
- The Learning Resources Council will develop a plan to provide regular evening support for media service resources.
- 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 (L/LRC).
- The Learning Resources Council will develop a plan to increase the number of hours each day that students can acquire tutorial assistance.
- The Learning Resources Council and the Facilities Development Council will develop a theft and vandalism policy in concert with the district risk management committee and share the policy with students, faculty, staff, and administrators.
- The Learning Resources Council will develop student learning outcomes for the library, tutoring, and media services.

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

STANDARD III Resources

A. Human Resources

- The academic senate and Instructional Services Council will make recommendations to the faculty bargaining unit and the district on how the issue of student learning outcomes should be included in the evaluation process for full- and part-time faculty.
- The Student Services Council and the College Consultation Council will make recommendations to the classified staff bargaining unit and the district on how the issue of student learning outcomes should be included in the evaluation process for classified staff.
- The Instructional Services Council will assess the impact of potential faculty retirements on instructional services for 2005-2010.
- 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.
- 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.
- The College Consultation Council will develop a systematic process for evaluating human resource needs and use the results as a basis for improvement in meeting the College's staffing needs.

B. Physical Resources

- None.

C. Technology Resources

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

D. Financial Resources

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

- The College Consultation Council will develop an assessment procedure for evaluating the effective use of financial resources and the use of results as the basis of improvement.

STANDARD IV Leadership and Governance

A. Decision-Making Roles and Processes

- None.

B. Board and Administrative Organization

- The WHCCD board of trustees will develop a formal program for board development and new member orientation as the board expands to a multi-college district.
- The WHCCD board of trustees will revise its code of ethics to include a clear policy for dealing with code violations.
- The president will continue to communicate with the director of enrollment management to encourage collaboration and support in order to resolve admissions and registration issues at the college level.
- The WHCCD will develop an allocation model for the fair distribution of resources to the colleges.

West Hills College Coalinga Staff Directory

President – Dr. Anthony Tricoli – Administration

Administrative Assistant to the President – Lorna Davis – Administration

Dean of Student Learning – Dr. Beverly Smith – Administration

Associate Dean of Student Learning – Dr. Larry Rathbun – Administration

Associate Dean of Student Learning – Bertha Felix-Mata – Student Services

Associate Dean of Student Learning – Eliseo Gamino – North District Center

Director of Health Careers – Cynthia Davis – Psychiatric Technician Office

Director of Athletics – Bob Clement – Athletic Office

Director of Maintenance and Operations – Shaun Bailey – Maintenance Office

Director of DSPS/EOPS – Martha Rodriguez – Student Services

Director of Student Affairs/International Students – Daniel Tamayo – Student Center

Director of Residential Living – Ron Danner – Gordon Hall

Academic Senate President – Marlon Hall – Faculty Wing

Curriculum/General Education Committee Chair – Sandy McGlothlin – Student Services

Articulation Officer – Marta Hendrickson – Student Services

West Hills Community College District Staff Directory

Chancellor/Executive Director of WHC Foundation – Dr. Frank Gornick – District Office

Executive Assistant to the Chancellor – Donna Isaac – District Office

Interim Vice Chancellor of Business Services – Ken Stoppenbrink – District Office

Administrative Assistant to the Vice Chancellor – Vacant – District Office

Director of Human Resources – Vacant – District Office

Director of Fiscal Services – Tammy Weatherman – District Office

Budget Services Supervisor – Anne Jorgens – District Office

Bookstore Manager – Dave Haury – WHCC Bookstore

Food Services Manager – Mike Montoya – WHCC Cafeteria

Grants Accounting Supervisor – Doris Williams – District Office

Accounting Supervisor – Sandy Cavins – District Office

Director of Child Development Centers – Patty Scroggins – District Office

Director of Grants – Cathy Barabe – District Office

Director of Institutional Effectiveness, Planning and Webs Services – Pedro Avila
District Office

Director of Regional Strategic Planning – Carole Goldsmith – District Office

Director of Enrollment Management – Darlene Georgatos – District Office

Instructional Operations Manager – Maria Lourenco – District Office

Director of Marketing – Frances Squire – District Office

Director of Duplicating Services – Tom Benedict – WHCC Duplicating Office

Director of Information Technology Services – Michelle Kozlowski – District Office

Computer Operations Manager – Mike Parker – WHCC ITS Office

Director of Financial Aid – Jill Stearns – District Office

Financial Aid Coordinator – Jana Cox – WHCC Student Services Building

Dean of Learning Resources – Susan Kincade – WHCC Library/Learning Resources Center

Distance Learning Operations Manager – Joe Savapolos – WHCL Library/Learning Resources Center

Educational Technology Specialist – Lenore Simonson – WHCL Library/Learning Resources Center

Media Specialist – Susie Shirk – WHCC Administration Building

Help Desk Coordinator – Idelle Mahrt – WHCC Administration Building

High Technology/Access Specialist – Pam Williams – WHCC F Wing

Tech Prep Coordinator – Carlos Diniz – WHCL Administration Building

VTEA Coordinator – Carlos Diniz – WHCL Administration Building