WEST HILLS COLLEGE COALINGA

Institutional Self Study Report
In Support of
Reaffirmation of Accreditation

Submitted by

West Hills College Coalinga
300 Cherry Lane
Coalinga, CA 93210
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to

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

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Self-Evaluation of Educational Quality and Institution Effectiveness in Support of Reaffirmation of Accreditation

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

Spring 2017

TO: Accrediting Commission for Community and Junior Colleges
Western Associate of Schools and Colleges
From: Dr. Stuart Van Horn, Interim President
West Hills College, Coalinga
300 W. Cherry Lane
Coalinga, CA 93210

Signatures:

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Mark McKean
President of the Board, West Hills Community College District

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Dr. Frank Gornick
Chancellor, West Hills Community College District

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Dr. Stuart Van Horn
Interim President, West Hills College, Coalinga

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ASB President, West Hills College Coalinga

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Introduction

History of West Hills College Coalinga

West Hills College Coalinga (WHCC) and the North District Center (NDC) in Firebaugh of the West Hills Community College District (WHCCD) serves a geographic area of 3,464 square miles in California's San Joaquin Valley. The expanse of the District service area is the equivalent to the states of Delaware and Rhode Island. This rural region includes large portions of Fresno and Kings Counties, as well as parts of San Benito, Monterey, and Madera Counties. WHCC and NDC are isolated from major population centers, the closest being Fresno which is 70 miles from the Coalinga campus.

West Hills College Coalinga's rich history began in the spring of 1932, when the Coalinga Extension Center for Coalinga Union High School District was proposed to offer Fresno State college classes to residents on the west side of Fresno County. The center opened on October 3, 1932. In 1956, a new 40 acre campus opened under the Coalinga college moniker and 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 the North District Center in Firebaugh was built on property leased from the local high school District in order to more effectively serve the District. This temporary building was truly a one-stop shop and a counselor from the main campus in Coalinga would visit once a month to update educational plans and serve the small student population. In 1996, plans to purchase and remodel the current facilities began which now houses new classrooms, computer labs, offices, a small library, and study spaces for students. The enrollment at North District Center remains consistent at approximately 350 headcount and those students have full access to all student support services offered at the main campus with both face-to-face and online access.

The District purchased 15 acres of land in the city of Lemoore which began the infrastructure for an educational center in 1979. In November, 1998 the voters of the District approved a $19 million bond with proceeds to construct the new campus in Lemoore as well as remodeling and renovations of the Coalinga campus and Firebaugh center. In 2000, the Board of Trustees accepted a donation of a 100-acre site near the intersection of Highways 41 and 198 for the new Lemoore campus. This prompted discussion and planning on the separation of fiscal and human resources and the establishment of a District office. When Lemoore received full college status in 2002; Coalinga became part of a multi-campus District.

Since then WHC Coalinga became known as the flagship college maintaining its own unique characteristics. Imagine the character of the institution - a small college environment on any given staff development day prior to the start of the semester and you'll find 42 full-time faculty and 4 educational administrators meeting for breakfast in the college cafeteria. It's not uncommon for the largest learning area to consist of seven faculty members; the smallest has three. Lunch conversations can likely turn into initiatives. The college surrounds a small, lighted quad area – a quad where the college held graduation ceremonies until 1998.

With over 80% of the student population eligible for a fee waiver, Pell Grant and, student support categorical program services, students in the college service area face a variety of complex barriers to achieve academic success. Some of these barriers are as follows: underprepared for college-level work; English proficiency; lack of educational attainment in the region, individual financial barriers and lack of role models. WHCC staff and administration are committed to the "relentless pursuit of student success" as described in our vision statement and work diligently as a team to provide intensive support services and exemplary academic programs necessary to promote academic achievement for all students. WHCC is a designated Hispanic serving institution.

One of 11 colleges out of 113 in the California Community college system with on-campus housing, WHC Coalinga has residence halls which are attractive students from the region, out-of-state and internationally. The International Student Program began in 1992 with a handful of students living on campus to a vibrant program of

135 at its peak. Students also are attracted to the rural nature, small class sizes, and personal touch our staff provides to current and potential students.

In the last two decades, the college has enjoyed the benefit of School Facilities Improvement to Districts (SFID), Proposition 1A and over $40 million in successful bond measures contributing to extensive facilities and technological upgrades to improve campus services to both staff and students. In addition to remodeling and renovating campus facilities at Coalinga and the North District Center, proceeds from these bonds provided funding for outreach centers in the surrounding communities of San Joaquin, Mendota, Avenal, Huron, and Riverdale. The college has always maintained a high level of technology and the latest bond measure (Measure T) is dedicated to upgrading and keeping with the current trends of both software and the latest equipment. The residents of the District communities spoke volumes by passing these bond measures and in return, the college strengthened its commitment to serving students and communities in the service area.

Associate degrees and/or certificate programs are offered in a variety of vocational, transfer, and community education areas. WHC Coalinga developed two premier vocational programs that provide exceptional employment opportunities for students right here in the community. The Psychiatric Technician program graduates over 100 students each year, many of whom are hired as pre-psychiatric technicians at Coalinga State Hospital (CSH), while waiting for their state certification results. With input from our partners at CSH and student demand, the program was revised from 18 months to 12 in order to allow students to complete expediently and be trained and eligible for employment opportunities.

The Pest Control Advisor (PCA) program offers students the opportunity to become licensed professional production consultants who serve California agriculture producers. Land donated by the Allen family, long-time Coalinga residents, is the foundation for the college's Farm of the Future which sits on two parcels totaling 213 acres. The college vision is to create a national model of agriculture education specializing in integrated food, fiber, and environmental systems from "farm to table."

Since summer 2016, the college has undergone key administrative changes and will have a new President and Vice President of Educational Services in late January 2017.

The college's previous accreditation in 2011was completed with a successful Mid-Year Report.

WHCC Demographic Trend Data

West Hills College Coalinga (WHCC) is a comprehensive community college located in the southwest corner of Fresno County serving approximately 2,100 annually. The college provides transfer, degree, technical, foundational, and continuing educational programs for the community for which it serves. The college offers over 723 for-credit courses and has a very small non-credit program (tutoring, support courses).

West Hills College Coalinga's main campus has accounted for approximately 52% of the college's credit sections and 22% of the West Hills Community College District's credit sections over the last three academic years (2013-2014, 2014-2015, and 2015-2016). For the same three year period West Hills College Coalinga accounted for 48% of the college's credit enrollments and 19% of the West Hills Community College District's enrollments.

Online courses have comprised 22% of the college's credit sections and 32% of the college's credit enrollment over the same three year period. Courses offered at North District Center, Firebaugh have accounted for 18% of WHC Coalinga's credit course offerings and 13% of the college's total enrollments. Credit classes offered at other locations have accounted for 8% of offerings and 6% of enrollments. Credit classes have been offered at Coalinga, Mendota, Tranquillity, Firebaugh, and Avenal high schools and the San Joaquin center.

Service Area Population Data

Coalinga – West Side (Avenal to Firebaugh)

During the 2014-15 academic year, approximately 49% of the students enrolled at West Hills College Coalinga lived within the area encompassing the western side of Fresno County as well as south-west Kings County. This area includes the communities of Coalinga, Huron, Kettleman City, Avenal, Firebaugh, Mendota, Tranquillity, Cantua Creek, San Joaquin, and Five Points.

The chart that follows compares the demographics for this area with the overall enrollment for West Hills College Coalinga. Taken as a whole, West Hills College Coalinga's Hispanic student population is much lower than the Hispanic population of this region, while the White, non-Hispanic population is higher.

Student Achievement Data

Institution-Set Standards

An institution-set standard (ISS) is the identified level of performance determined by the institution to be acceptable. It is a measure the institution can and does use in assessing both institutional and programmatic performance in these areas (subject to exceptions for certain programs, which may have different standards as determined by the institution). It is a measure that will be assessed for reasonableness and effectiveness by peer external evaluators. This number may differ from a performance improvement goal which an institution may aspire to meet.

West Hills College Coalinga evaluates progress towards its mission through strategic goals and objectives using student achievement data and outcomes, institution-set standards as well as college/District-set standards of student achievement designed as "stretch goals." For example, a spring 2014 leadership retreat comprised of board members and college representatives (faculty, administration, and staff), resulted in the structure of the District's

2016-2020 Strategic Plan. The District plan contained 27 Key Performance Indicators (KPI), an increase in the type and mix of metrics than confined in the Scorecard metrics and those currently required in annual reporting of the recent Chancellor's office Institutional Effectiveness and Partnership Initiative (IEPI) in 2014. What followed was unusual for a public higher education institution; each goal and KPI identified a performance improvement target (or stretch goal) for each of the next five years (through 2020). The performance targets were complimented by a series of initiatives, innovations, actions, and strategies. Actionable data and leading indicators were also defined in the process.
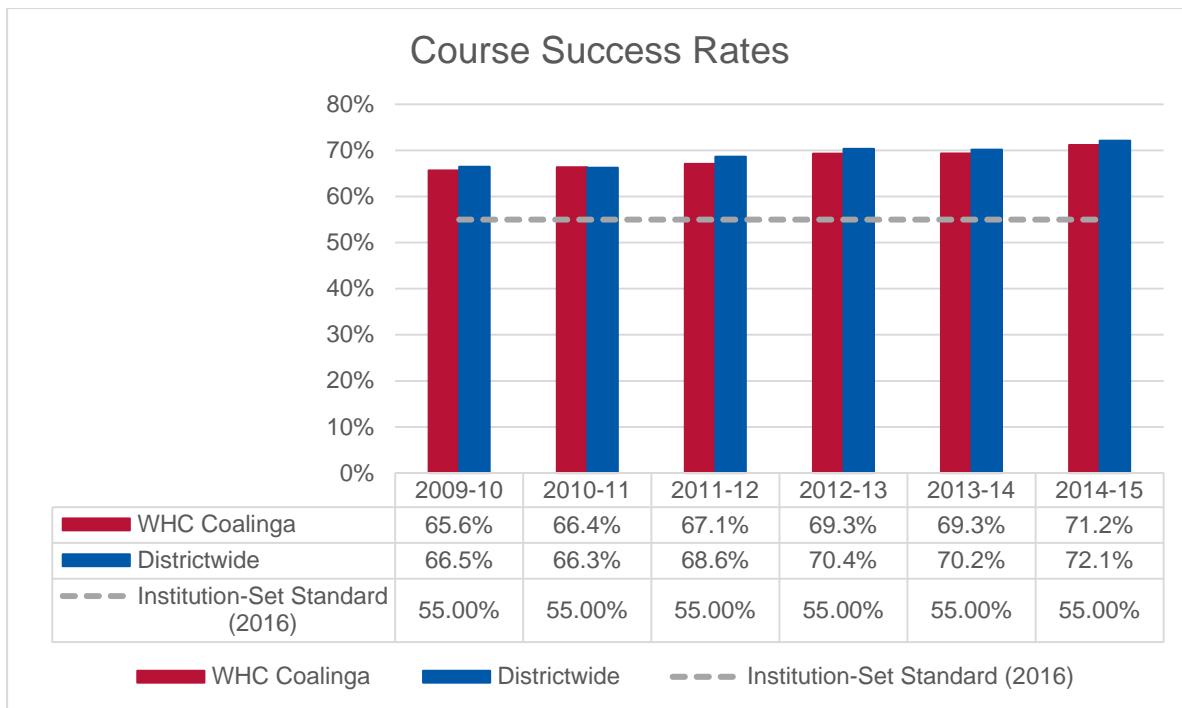
These KPI metrics are now used to evaluate factors that are crucial to the success of an organization and allows the college (and District) to monitor progress within each strategic goal, promoting growth, continuous improvement, and accountability. These metrics are reviewed each January at the annual Board of Trustees planning retreat. Campus leaders are held accountable for continuous improvement.

The college's Institutional Effectiveness and Accreditation Committee (IEAC) following the college's participatory governance process adopted institution-set standards to achievement for successful course completion rates, completion of degrees, completion of certificates, and the number of students who transfer to four year institutions. Initial steps for adopting the standards included defining "institution-set standards" or rather, the "floor" from which the college could set as the standard of achievement. Planning and evaluation of progress at both the District and college level led the college to setting higher "ceiling" goals from which the College can assess progress and make changes to improve outcomes.

The ISS and IEPI measures and targets are metrics that are specifically highlighted in the draft educational master plan (EMP) as measures of progress on Core Goal #1: Improve success and persistence of all students by improving transfer rates and the number of degrees and certificates awarded.

Course Success (ISS)

Course success rates have been increasing since 2009-10, reaching a six-year high for both West Hills College Coalinga and the District as a whole in 2014-15. These increases in success rates are loosely correlated with a decrease in student headcount and intensive interventions from student services in the form of case management and additional resources from SSSP and Equity funds. West Hills College Coalinga has set an institution-set standard of 55% for course success. In addition to this standard, as part of the District's 2016-2020 strategic planning process, West Hills College Coalinga set the goal for course success at 75% by the year 2020.

Course Success Rates

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
WHC Coalinga	65.6%	66.4%	67.1%	69.3%	69.3%	71.2%
Districtwide	66.5%	66.3%	68.6%	70.4%	70.2%	72.1%
Institution-Set Standard (2016)	55.00%	55.00%	55.00%	55.00%	55.00%	55.00%

Source: WHCCD Office of Institutional Effectiveness, 2015

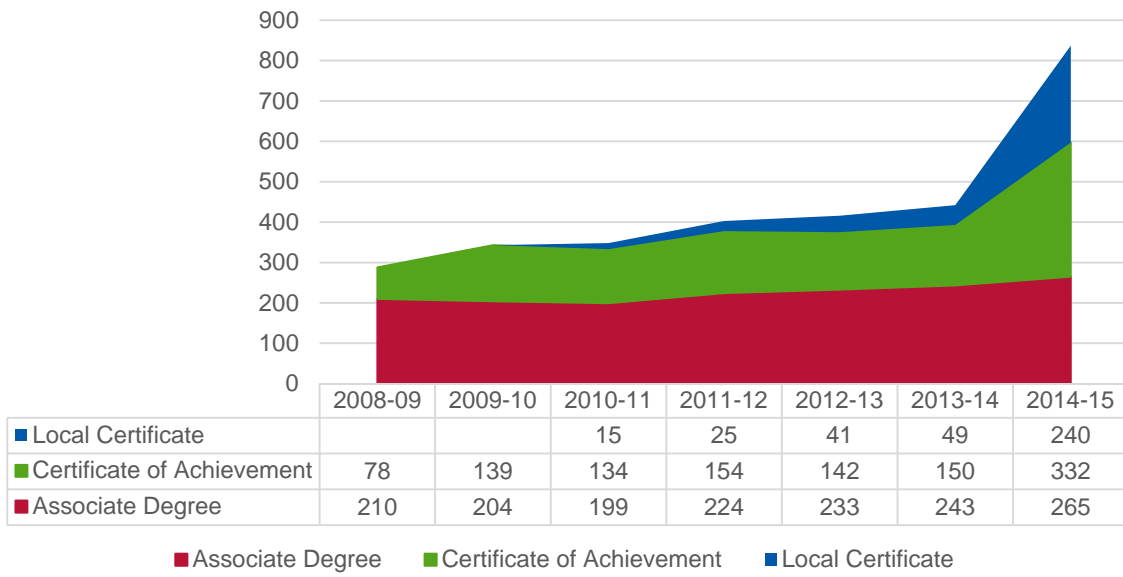# Degrees and Certificates Awarded Annually

In 2009, as a result of the addition statewide associate degree requirements in English and math, the curriculum committee approved two key certificates which resulted in transfer students receiving a certificate in CSU-GE breadth or IGETC certification and their Associates Degree for Transfer. This is also duly noted on the student transcript as being GE certified.

In 2014-15 the District embarked on an effort to award certificates of achievement and local certificates to all qualifying students regardless of whether the student petitioned to receive the certificate. This resulted in a spike in the number of local certificates and certificates of achievement awarded at West Hills College Coalinga in 2014-15, largely due to the backlog of enrolled students who had never petitioned to receive their certificates. It is expected that this high level of local certificates awarded will be reduced significantly in coming years.

The number of associate degrees awarded by West Hills College Coalinga has increased steadily over the past several years, with 265 students earning an associate degree during the 2014-15 year.
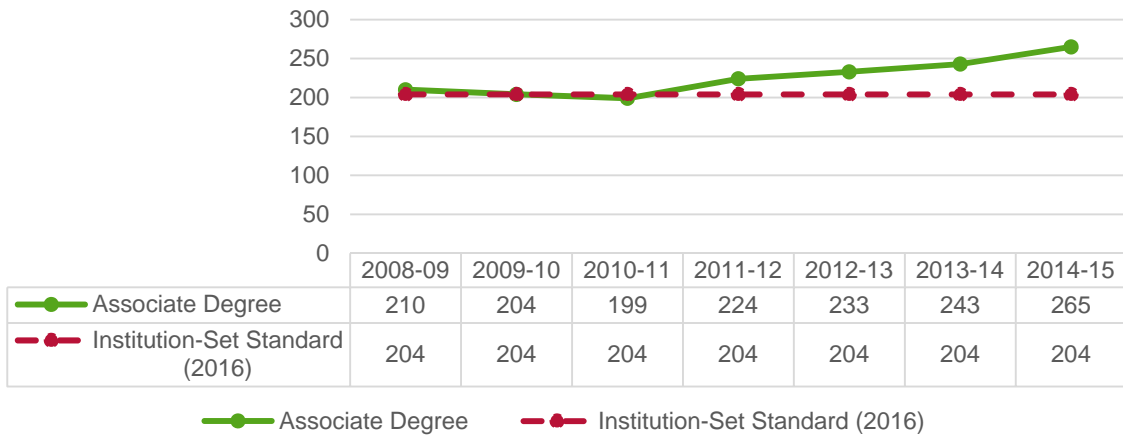
In addition to the institution-set standards discussed in the sections below, as part of the District and college strategic planning processes, West Hills College Coalinga has set a goal of 682 degrees and certificates awarded annually by the 2019-20 academic year.

Unduplicated Headcount of Degree and Certificate Awardees

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
■ Local Certificate			15	25	41	49	240
■ Certificate of Achievement	78	139	134	154	142	150	332
■ Associate Degree	210	204	199	224	233	243	265

■ Associate Degree   ■ Certificate of Achievement   ■ Local Certificate

Source: WHCCD Office of Institutional Effectiveness, 2015

Unduplicated Headcount of Degree Awardees

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Associate Degree	210	204	199	224	233	243	265
Institution-Set Standard (2016)	204	204	204	204	204	204	204

Associate Degree   Institution-Set Standard (2016)

Source:
WHCCD Office of Institutional Effectiveness, 2015

Local Certificates

While state regulations do not allow these certificates to be recorded on student transcripts, local certificates are awarded to students who completed specific sequences of courses consisting of fewer than 18 units. Theses certificates were first awarded in the 2010-11 academic year following changes to Title 5 of the California Code of Regulations. As noted above, the large increase in local certificates awarded was the result of the District's decision to award certificates to students without requiring that the student petition.

Unduplicated Headcount of Local Certificate Awardees

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Local Certificate			15	25	41	49	240
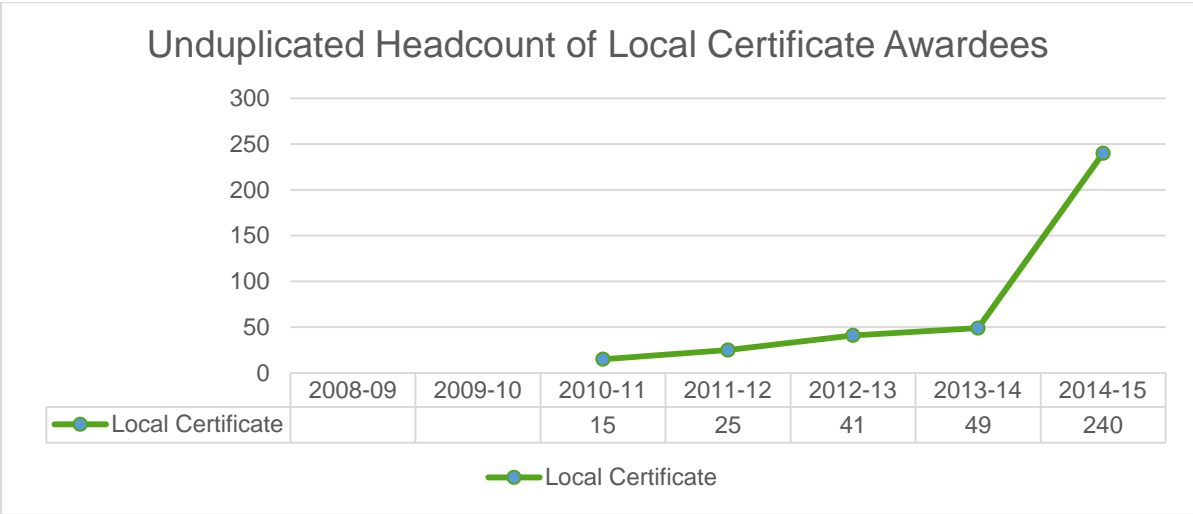
Source: WHCCD Office of Institutional Effectiveness, 2015
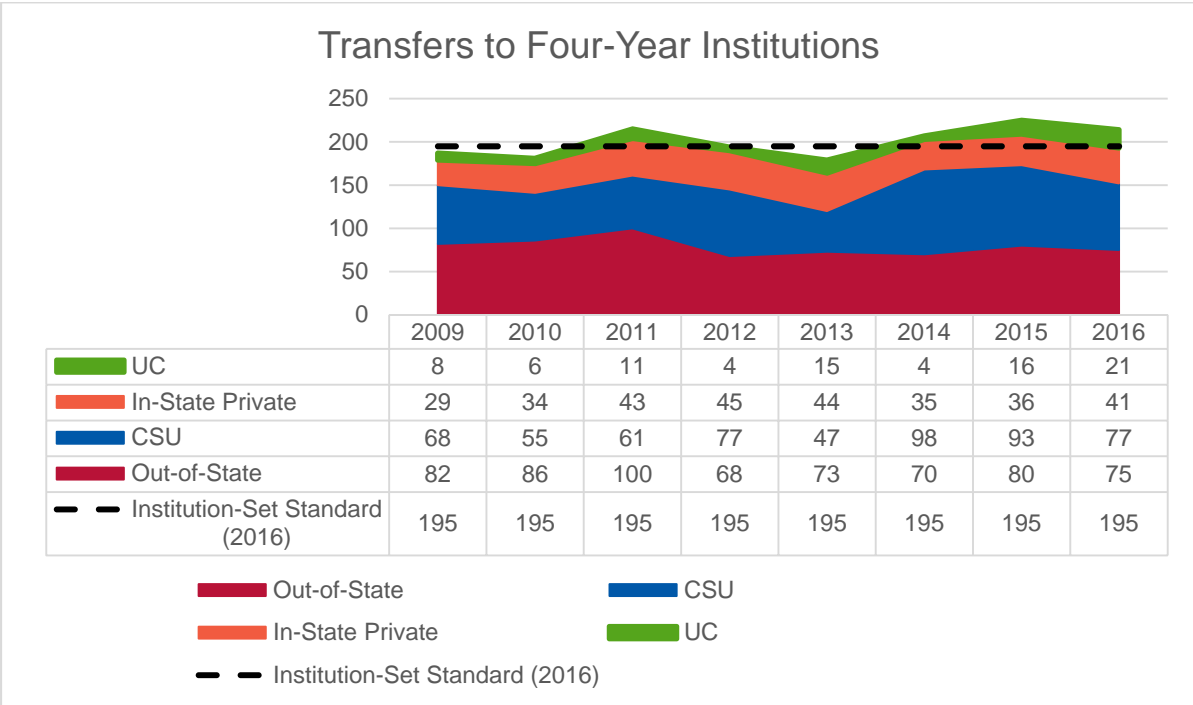
Transfers

West Hills College Coalinga has set an institutional standard of 195 transfers per year. In addition to this, annual transfers are a key performance indicator for the college and District, and in conjunction with the strategic plan West Hills College Coalinga has set a long term goal of 246 transfers annually by 2020.

Annual transfers from West Hills College Coalinga tend to vary largely due to annual fluctuations in the number of students transferring to the California State University (CSU) system. California State Universities and out-of-state universities are the two most common transfer destinations for West Hills College Coalinga Students. It should be noted that not all students classified as out-of-state transfers leave California or even the Central Valley, as a number of large private institutions such as University of Phoenix and Columbia College are classified as out-of-state by the National Student Clearinghouse, even when students are able to enroll in these universities through local satellite campuses and centers.

Transfers to Four-Year Institutions

	2009	2010	2011	2012	2013	2014	2015	2016
UC	8	6	11	4	15	4	16	21
In-State Private	29	34	43	45	44	35	36	41
CSU	68	55	61	77	47	98	93	77
Out-of-State	82	86	100	68	73	70	80	75
Institution-Set Standard (2016)	195	195	195	195	195	195	195	195

Source: WHCCD Office of Institutional Effectiveness, 2015

Top Transfer Institutions

The chart below shows the college's total transfer destinations for Coalinga students in the 7 year time period between 2009 and 2016.

College Name	Total Transfers
California State University - Fresno	381
Fresno Pacific University - Degree Completion	128
University Of Phoenix	94
Ashford University	44
Brandman University	42
National University	37
Fresno Pacific University	32
California State University - Sacramento	30
California State University - Bakersfield	26
California State University - Chico	20

Source: WHCCD Office of Institutional Effectiveness, 2015

U.S. Department of Education College Scorecard

September 2015

The U.S. Department of Education College Scorecard is an interactive college search tool created by the federal government to provide easy-to-understand data to students and their families (https://collegescorecard.ed.gov/). This scorecard is one of several means by which West Hills college measures student achievement and provides a high-level, long term look at student success, focusing primarily on the progress and success of first-time, full-time students.

Because this narrow focus does not capture a large portion of community college students, who are often returning students or attending part-time, West Hills College also monitors and tracks student achievement data through several other stand and local data sources:

- California Community colleges Chancellor's Office Student Success Scorecard
- West Hills Community College District Strategic plan (including annual and 2020 goals)
- West Hills College Coalinga and West Hills college Lemoore Institution-Set Standards
- Based on data from the Department of Education Scorecard, West Hills College Coalinga's graduation rate of 25% is above the minimum acceptable rate of 15% set by the Council of Regional Accrediting Commissions (C-RAC).

West Hills College-Coalinga

Coalinga, CA

2,534 undergraduates

Average Annual Cost	Graduation Rate	Salary After Attending
$6,478	25%	$26,800

— National Average
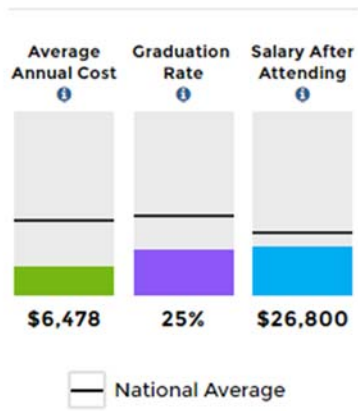
Source: U.S. Department of Education, September 2015

U.S. Department of Education Scorecard Data Elements

Scorecard Data Elements	WHCC	Data Element Description
Total Enrollment - Degree Seekers	2,534	Enrollment of undergraduate certificate/degree-seeking students (UGDS)
Percentage of Enrollment - Part Time	65.9%	Share of undergraduate, degree-/certificate-seeking students who are part-time (PPTUG_EF)
Percentage of Enrollment First time Full-time	27.8%	Share of undergraduate students who are first-time, full-time degree-/certificate-seeking undergraduate students (PFTFTUG1_EF)
Number of Title IV Recipients	178	Number of Title IV students (public institutions) (NUM4_PUB)
150% Completion Rate	25.3%	Completion rate for first-time, full-time students at less-than-four-year institutions (150% of expected time to completion), pooled for two year rolling averages (C150_L4_POOLED)
Completion cohort size (2011-12 first-time, full-time degree seeking students)	249	Adjusted cohort count for completion rate at less-than-four-year institutions (denominator of completion rate) (D150_L4)
Retention Rate Full-Time	61.9%	First-time, full-time student retention rate at less-than-four-year institutions (RET_FTL4)
Retention Rate Part-Time	24.4%	First-time, part-time student retention rate at less-than-four-year institutions (RET_PTL4)
Percentage of Students with Federal Loans	6.3%	Percent of all federal undergraduate students receiving a federal student loan (PCTFLOAN)
Number of Students with Federal Student Loans	355	Number of students in the cumulative loan debt cohort (CUML_DEBT_N)
Percentage of Students with Pell	33.4%	Percentage of undergraduates who receive a Pell Grant (PCTPELL)
3 Year Federal Student Loan Default Rate	29.1%	Three-year cohort default rate (CDR3)
Median Student Debt	5,500	The median original amount of the loan principal upon entering repayment (DEBT_MDN)
Median Graduate Debt	5,820	The median debt for students who have completed (GRAD_DEBT_MDN)
Median Debt of Non-Completers	4,920	The median debt for students who have not completed (WDRAW_DEBT_MDN)

Source: U.S. Department of Education, September 2015

District Population Data

During the 2014-15 academic year, approximately 61% of the students enrolled at West Hills College Coalinga (allocations) lived within West Hills Community College District.

By Age, Gender, and Income Status

The population of students aged 19 and under has increased significantly over the past six years, in large part because of expansion of dual enrollment programs for high school students. At the same time, the older adult student population has declined as a percentage of the total student body. This population of students aged 30-49 swelled from 2008-09 to 2019-11, but has since declined significantly, particularly for students taking courses at the Coalinga campus and at the North District Center. Female students have consistently outnumbered their male counterparts at West Hills College Coalinga, with the female population ranging between 57-59% since 2011-12.

Student Sub-Population	Students Enrolled	% of Enrolled Students	District Population	% of District Population
Males	1,820	40.2%	60,231	53.1%
Females	2,618	57.8%	53,274	46.9%
19 and under	1,994	44.0%	39,874	35.1%
20-24	1,356	29.9%	12,093	10.7%
25-34	759	16.7%	17,794	15.7%
35-44	298	6.6%	14,390	12.7%
45-54	133	2.9%	12,814	11.3%
55 and over	47	1.0%	16,540	14.6%
Individuals with disabilities	142	3.1%	9,288	8.2%
Low-income students	2,806	61.9%	31,378	27.6%

Source: WHCCD Office of Institutional Effectiveness, 2015

Race/Ethnicity

Hispanic students make up slightly fewer than 60% of the student population at West Hills College Coalinga, with White students being the second largest group at 22% in 2014-15. African American students have consistently been the third largest subpopulation at West Hills College Coalinga, making up 6-8% of the student body.

West Hills College Coalinga enrolls Hispanic students at a disproportionately low rate when compared to the District population. Enrollment of other ethnicities closely mirrors the District population with African American and Asian students enrolling at higher rates. The college has on-campus housing which attracts mostly in and out-of-state athletes who come to participate in the college intercollegiate sports programs. The college also has a vital International Student program, with students from Asia being the primary registrants.

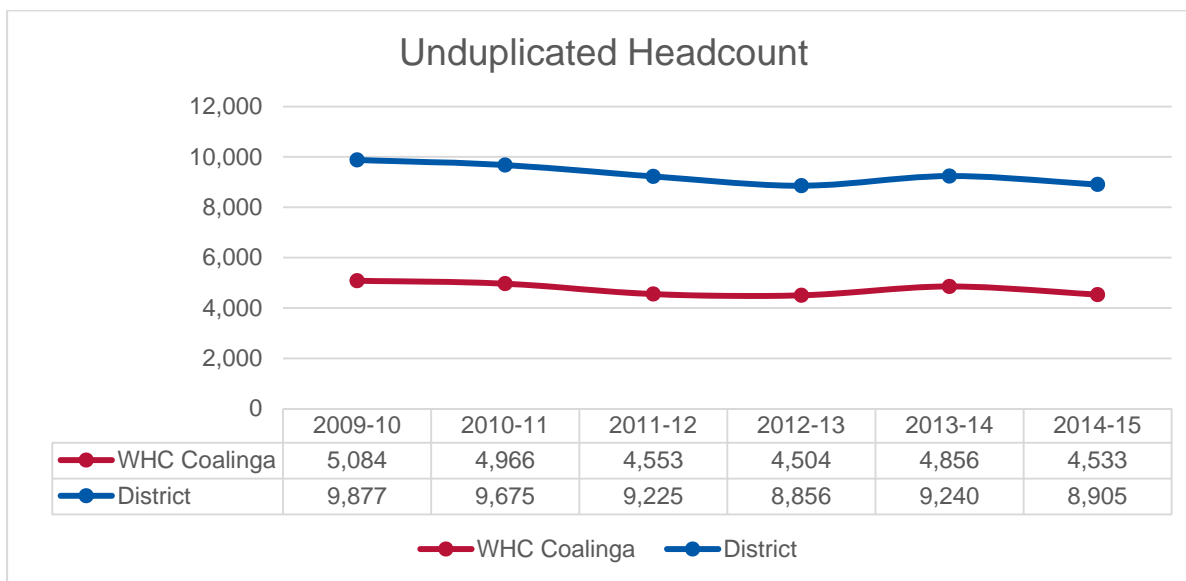| Student Sub-Population by Race and Ethnicity	Students Enrolled	% Enrolled Students	District Population	% District Population

Student Sub-Population by Race and Ethnicity	Students Enrolled	% Enrolled Students	District Population	% District Population
African-American	273	6.0%	4,051	3.6%
American Indian/ Alaskan Native	27	0.6%	767	0.7%
Asian (includes Filipino)	293	6.5%	2,864	2.6%
Hispanic	2,630	58.0%	75,523	67.7%
Pacific Islander	21	0.5%	294	0.3%
Two or More Races	113	2.5%	2,116	1.9%
Unknown/Declined to State	174	3.8%	314	0.3%
White Non-Hispanic	1,002	22.1%	25,608	23.0%

Source: WHCCD Office of Institutional Effectiveness, 2015

Headcount (overall) – college vs. District

Unduplicated headcount at West Hills College Coalinga and within the District as a whole reached its lowest level in the 2012-13 academic year. During this year West Hills College Coalinga's headcount dipped to just above 4,500 and with the District's total headcount of 8,856. North District Center, Firebaugh
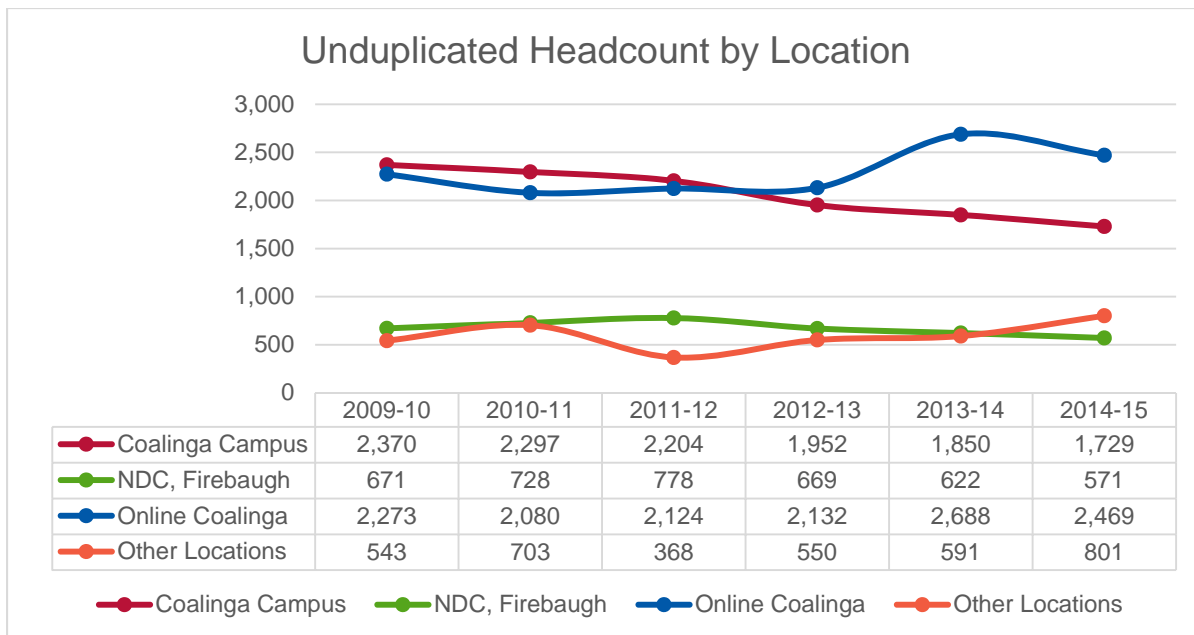
The North District Center, located in Firebaugh, CA approximately 55 miles north of Coalinga, enrolls 500-600 students annually. The majority of students attending classes at NDC come from Firebaugh and Mendota. Ninety-one percent of the students enrolled at NDC, Firebaugh in 2014-15 were Hispanic.

Unduplicated Headcount

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
WHC Coalinga	5,084	4,966	4,553	4,504	4,856	4,533
District	9,877	9,675	9,225	8,856	9,240	8,905

Source: WHCCD Office of Institutional Effectiveness, 2015

Headcount (by location)

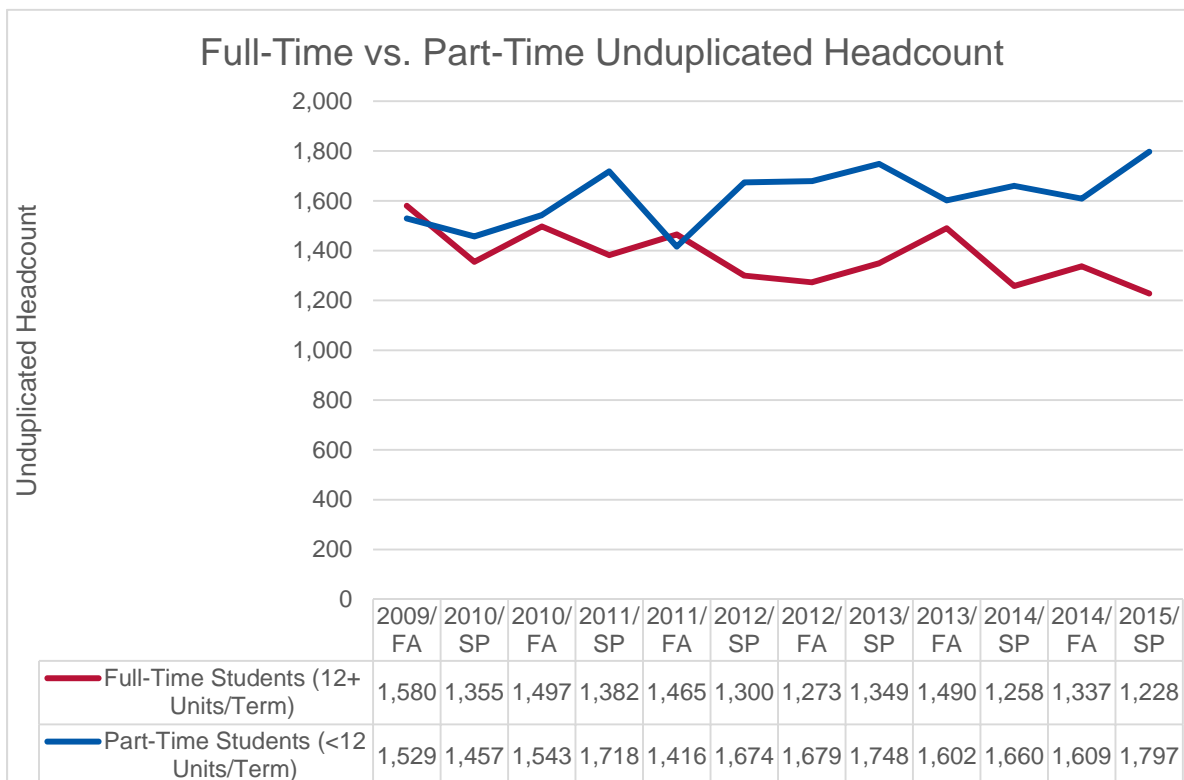Enrollment at both the Coalinga campus and at the North District Center reached a six-year low in 2014-15. However; this reduction in face to face enrollment was offset by increased online enrollment (particularly since 2013-14) and increased enrollment at off-campus locations including the District high schools in the form of dual enrollment and incarcerated population described in more detail in the ISER.

Unduplicated Headcount by Location

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Coalinga Campus	2,370	2,297	2,204	1,952	1,850	1,729
NDC, Firebaugh	671	728	778	669	622	571
Online Coalinga	2,273	2,080	2,124	2,132	2,688	2,469
Other Locations	543	703	368	550	591	801

Source: WHCCD and 2010-2014 American Community Survey 5-Year Estimates

Enrollment

Full-Time/Part-Time Enrollment

Full-Time vs. Part-Time Unduplicated Headcount

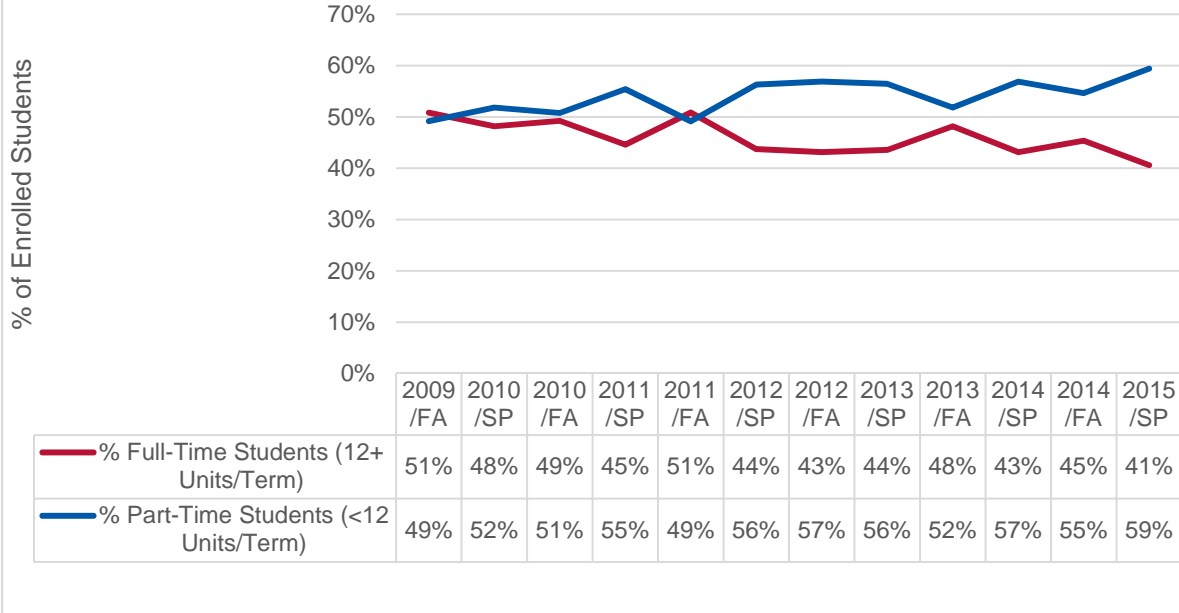|	2009/FA	2010/SP	2010/FA	2011/SP	2011/FA	2012/SP	2012/FA	2013/SP	2013/FA	2014/SP	2014/FA	2015/SP
Full-Time Students (12+ Units/Term)	1,580	1,355	1,497	1,382	1,465	1,300	1,273	1,349	1,490	1,258	1,337	1,228
Part-Time Students (<12 Units/Term)	1,529	1,457	1,543	1,718	1,416	1,674	1,679	1,748	1,602	1,660	1,609	1,797

Source: WHCCD Office of Institutional Effectiveness, 2015; 2010-2014 American Community Survey 5-Year Estimates

Fall 2011 was the only term in the past six years where the percentage of students enrolled full-time exceeded the percentage enrolled part-time.

Full-Time vs. Part-Time by Percentage of Total Enrollment

	2009 /FA	2010 /SP	2010 /FA	2011 /SP	2011 /FA	2012 /SP	2012 /FA	2013 /SP	2013 /FA	2014 /SP	2014 /FA	2015 /SP
% Full-Time Students (12+ Units/Term)	51%	48%	49%	45%	51%	44%	43%	44%	48%	43%	45%	41%
% Part-Time Students (<12 Units/Term)	49%	52%	51%	55%	49%	56%	57%	56%	52%	57%	55%	59%

Source: WHCCD Office of Institutional Effectiveness, 2015

Educational Goal

Students declare an educational goal when first applying to West Hills College and this goal is reviewed and updated as a student meets with counselors and advisors to review and update their student educational plan. Transfer with an associate degree is by far the most common educational goal among WHCC students, with just under half of the student population declaring this as their educational goal. Approximately 9% of WHC Coalinga students declare a goal related to a CTE degree or certificate.

Educational Goals		2011-2012			2012-2013		
2011-2013		2011/SU	2011/FA	2012/SP	2012/SU	2012/FA	2013/SP
No Goal Listed	%	0.20%	0.20%	0.10%		0.40%	0.20%
	n=	2	5	4		12	7
Transfer with AA/AS	%	43.80%	45.70%	46.70%	48.00%	42.10%	42.50%
	n=	467	1,316	1,388	410	1,242	1,316
Transfer without AA/AS	%	4.20%	8.90%	8.50%	5.60%	9.70%	8.20%
	n=	45	255	253	48	285	255
AA/AS w/o Transfer	%	11.70%	14.40%	14.10%	9.70%	12.30%	15.90%
	n=	125	416	419	83	364	493
Vocational Degree w/o Transfer	%	3.80%	3.30%	3.80%	3.70%	3.70%	6.10%
	n=	40	96	112	32	108	188
Vocational Cert w/o Transfer	%	1.90%	1.90%	1.60%	0.70%	1.60%	2.20%
	n=	20	54	48	6	46	68
Formulate Career Interest	%	1.10%	1.00%	0.90%	0.80%	0.60%	0.70%
	n=	12	28	27	7	17	21
Prepare for a New Career	%	2.00%	1.80%	2.10%	1.90%	2.10%	1.20%
	n=	21	51	63	16	61	38
Update Job Skills	%	0.90%	0.60%	0.60%	0.20%	1.00%	0.50%
	n=	10	17	17	2	29	14
Licensing Requirements	%	0.40%	0.50%	0.60%	0.20%	0.80%	0.50%
	n=	4	14	19	2	23	14
Educational Development	%	2.10%	1.80%	2.10%	3.30%	2.80%	2.70%
	n=	22	53	62	28	83	84
Improve Basic Skills	%	4.70%	1.80%	1.60%	2.60%	1.70%	1.00%
	n=	50	51	47	22	49	31
Obtain H.S. Diploma/GED	%	6.60%	4.10%	4.60%	5.20%	5.50%	5.70%
	n=	70	119	136	44	161	177
Undecided	%	12.10%	12.40%	11.40%	13.20%	12.80%	10.00%
	n=	129	357	338	113	377	311
Move from NC to Credit	%	0.20%	0.00%		0.10%	0.20%	0.20%
	n=	2	1		1	7	5
4 Year college Student	%	4.40%	1.70%	1.40%	4.70%	3.00%	2.40%
	n=	47	48	41	40	88	75

Source: WHCCD Office of Institutional Effectiveness, 2015

Educational Goals		2013-14			2014-15		
2013-2015		2013/SU	2013/FA	2014/SP	2014/SU	2014/FA	2015/SP
No Goal Listed	%	0.30%	0.30%	0.40%	0.50%	0.20%	0.20%
	n=	4	8	11	6	6	6
Transfer with AA/AS	%	43.70%	48.50%	45.50%	48.70%	50.30%	47.00%
	n=	575	1,499	1,328	548	1,482	1,423
Transfer without AA/AS	%	5.00%	6.00%	11.20%	6.30%	6.30%	12.30%
	n=	66	184	327	71	187	373
AA/AS w/o Transfer	%	14.90%	15.80%	14.30%	11.60%	14.30%	12.90%
	n=	196	489	416	131	422	390
Vocational Degree w/o Transfer	%	7.70%	8.70%	6.50%	8.50%	7.40%	6.50%
	n=	101	270	191	96	217	196
Vocational Cert w/o Transfer	%	2.50%	1.90%	1.90%	1.60%	1.90%	1.70%
	n=	33	59	54	18	56	51
Formulate Career Interest	%	0.30%	0.40%	0.60%	0.50%	0.50%	0.50%
	n=	4	11	17	6	15	15
Prepare for a New Career	%	1.10%	1.20%	1.50%	1.60%	1.40%	1.20%
	n=	15	37	43	18	42	36
Update Job Skills	%	1.10%	0.40%	0.60%	0.40%	0.40%	0.60%
	n=	14	13	17	4	11	18
Licensing Requirements	%	0.20%	0.50%	0.50%	0.70%	0.50%	0.70%
	n=	3	14	14	8	14	21
Educational Development	%	1.70%	1.80%	1.60%	1.10%	1.50%	1.60%
	n=	23	55	46	12	45	47
Improve Basic Skills	%	0.70%	0.90%	0.80%	0.90%	0.60%	0.60%
	n=	9	27	24	10	17	19
Obtain H.S. Diploma/GED	%	5.90%	4.00%	4.80%	4.90%	4.20%	4.20%
	n=	78	123	140	55	124	128
Undecided	%	9.80%	8.20%	8.50%	8.30%	7.70%	7.70%
	n=	129	255	247	94	228	233
Move from NC to Credit	%	0.20%	0.10%	0.10%			0.10%
	n=	2	2	2			2
4 Year college Student	%	4.80%	1.50%	1.40%	4.40%	2.70%	2.20%
	n=	63	46	41	49	80	67

Source: WHCCD Office of Institutional Effectiveness, 2015

Feeder High Schools

Projected High School Graduates (Fresno/Kings County)

The most recent projections from the California Department of Finance estimate that in Kings and Fresno Counties, the annual number of high school graduates will decline or remain stagnant through the 2019-20 academic year.
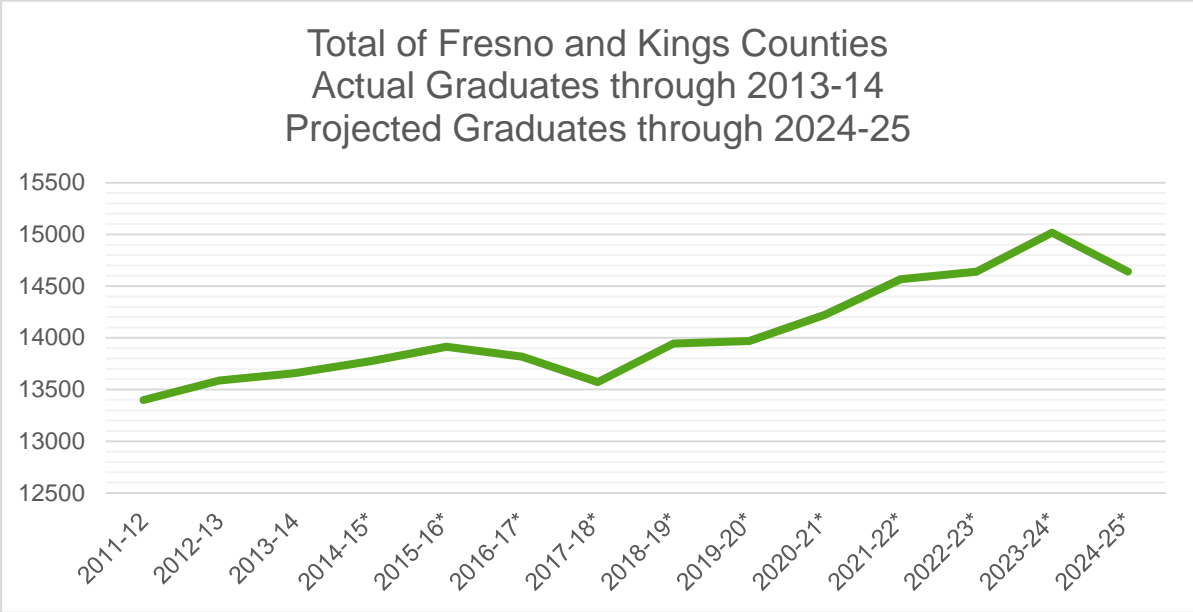
Source: California Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2015 Series

College-Going Rates for WHCC Feeder High Schools

The High School college-Going Rate reflects the percentage of a high school's graduating class that went on to enroll at West Hills College Coalinga in the fall semester immediately following graduation. The college has been able to enjoy a great relationship with our District high schools. In spite of declining enrollments/graduates statewide, WHC Coalinga makes it an institutional goal to serve the students of our District. Outreach efforts target all class levels to provide transcript enrichment in the dual-credit programs offered at all of our high schools.

	2012 Graduation		2013 Graduation	
Feeder High Schools	Fall-Enrolled Students	college-Going Rate	Fall-Enrolled Students	college-Going Rate
Avenal High School	114	47.90%	154	68.80%
Coalinga High School	103	49.00%	92	53.20%
Faith Christian Academy	8	88.90%	8	
Firebaugh High School	46	30.10%	56	39.40%
Mendota High School	32	24.40%	39	28.50%
Tranquillity Union High School	30	28.60%	23	31.90%

	2014 Graduation		2015 Graduation	
Feeder High Schools	Fall-Enrolled Students	college-Going Rate	Fall-Enrolled Students	college-Going Rate
Avenal High School	108	48.20%	106	44.90%
Coalinga High School	137	65.60%	137	56.80%
Faith Christian Academy	2	66.70%	6	66.70%
Firebaugh High School	43	28.30%	44	27.70%
Mendota High School	43	32.30%	54	33.10%
Tranquillity Union High School	10	9.70%	11	10.60%

Source: WHCCD Office of Institutional Effectiveness, 2015; California Department of Education High School Graduate Data

Educational Attainment

Educational Attainment of District Population

Within the District, a full 25% of the population over the age of 25 has a level of educational attainment below 9th grade, and an additional 15% of this population have a level of educational attainment between 9th and 12th grade, with no high school diploma.

Approximately 43% of the District's population over the age of 25 has a high school diploma or some college, but no degree. Just below 7% have an associate degree, while the remaining 10% of the population has earned a bachelor's degree or higher.

Educational Attainment of District Residents 25 Years of Age and Over
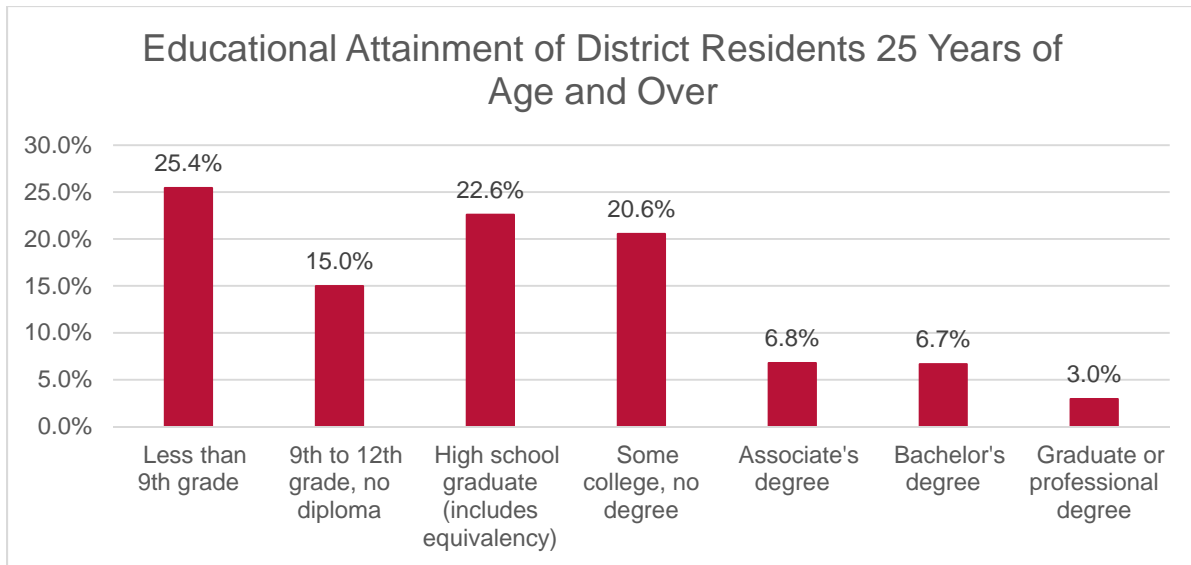
Source: WHCCD Office of Institutional Effectiveness, 2015

Educational Attainment of WHC Coalinga Students

The overwhelming majority of WHC Coalinga's students enrolled in fall 2015 had earned a high school diploma or the equivalent. Just under 6% of the enrolled students had already earned an associate degree, while the remaining student population consisted of 4.4% high school dual-enrollment students, while the educational attainment status of 7.8% of students was unknown.
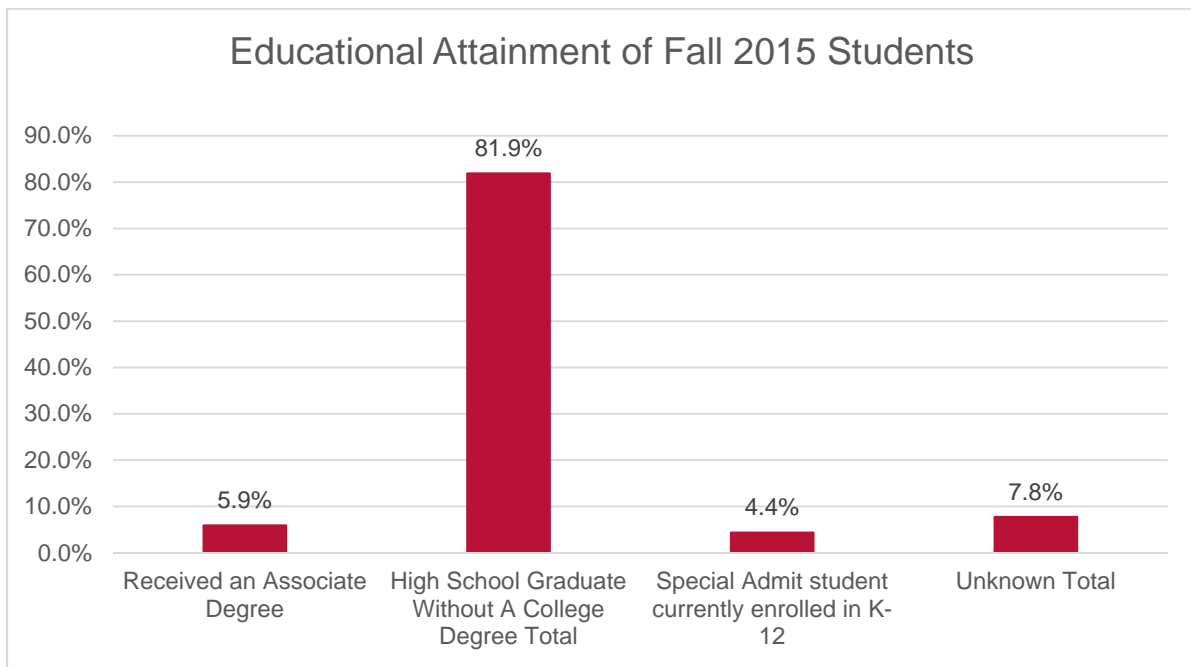
Source: WHCCD Office of Institutional Effectiveness, 2015

Course Offerings

By Credit Type

The majority of courses offered by West Hills College Coalinga are degree-applicable, for-credit courses. The number of non-degree applicable courses offered each year has declined from 49 in 2009-10 to 26 course sections in 2014-15, largely as a result of curriculum realignment in the college's basic skills English program, where two levels of integrated reading and writing were combined into a single non-degree applicable basic skills English course at two levels below transfer. Noncredit offerings have also decreased in number over the past several years.

Course Sections Offered by Credit Type

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Credit - Degree Applicable	632	641	565	562	564	622
Credit - Not Degree Applicable (Basic Skills)	49	50	41	34	33	26
Noncredit	27	31	18	9	13	13
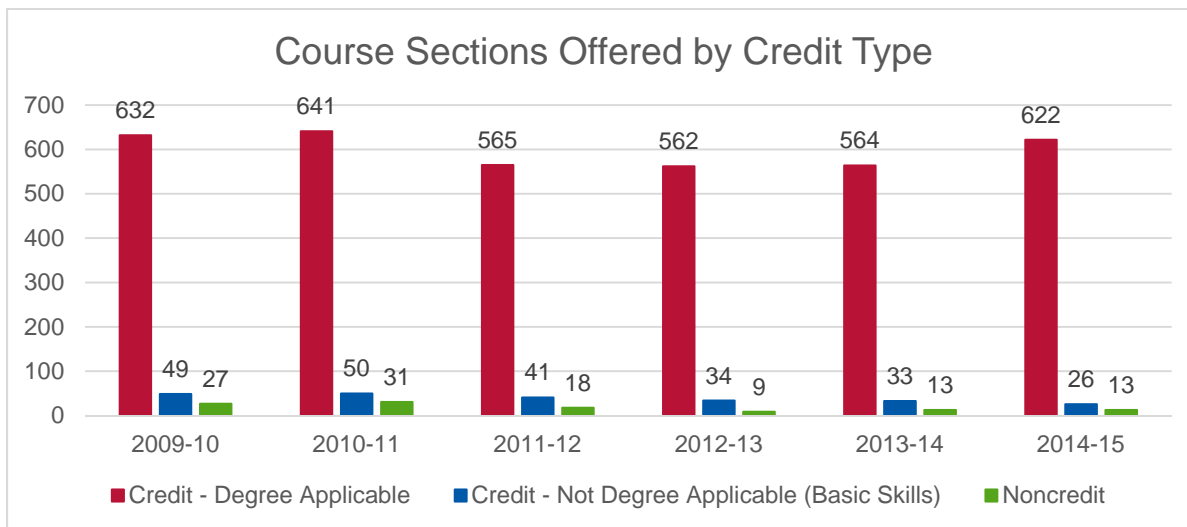
Source: WHCCD Office of Institutional Effectiveness, 2015

In spite of a reduction from 27 to 13 sections of non-credit courses, the duplicated headcount of non-credit courses has only been reduced by 30%. Reductions in the duplicated headcount of non-degree applicable courses have corresponded roughly to the reduction in course sections. Comparing headcount from 2009-10 to 2014-15, we see that the number of seats taken in degree applicable courses remains roughly the same (approximately 16,000), while the unduplicated headcount of non-degree applicable and noncredit courses has declined from a total of 1,988 to 1,222.
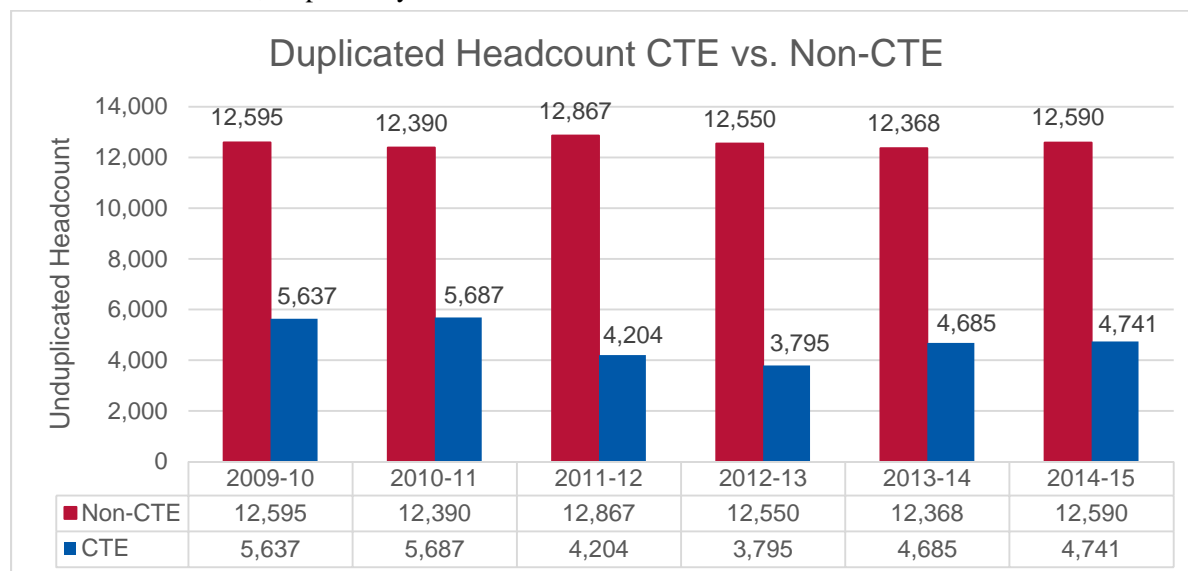
Duplicated Headcount by Credit Type

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Credit - Degree Applicable	16,244	16,032	15,395	15,053	15,742	16,109
Credit - Not Degree Applicable (Basic Skills)	1,111	1,207	935	746	708	604
Noncredit	877	836	740	546	603	618
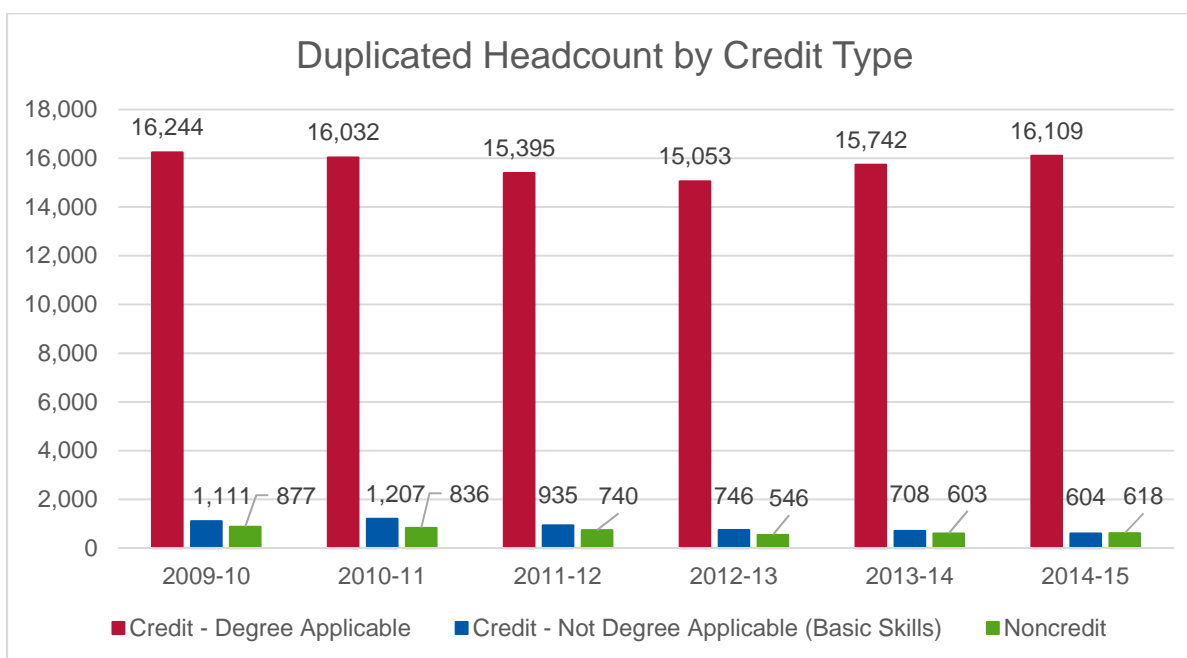
By CTE Status

West Hills College Coalinga's Career Technical Education (CTE) courses made up 41% of the college's course offerings in 2009-10, and this proportion has since been reduced to 32% of course offerings in 2014-15.
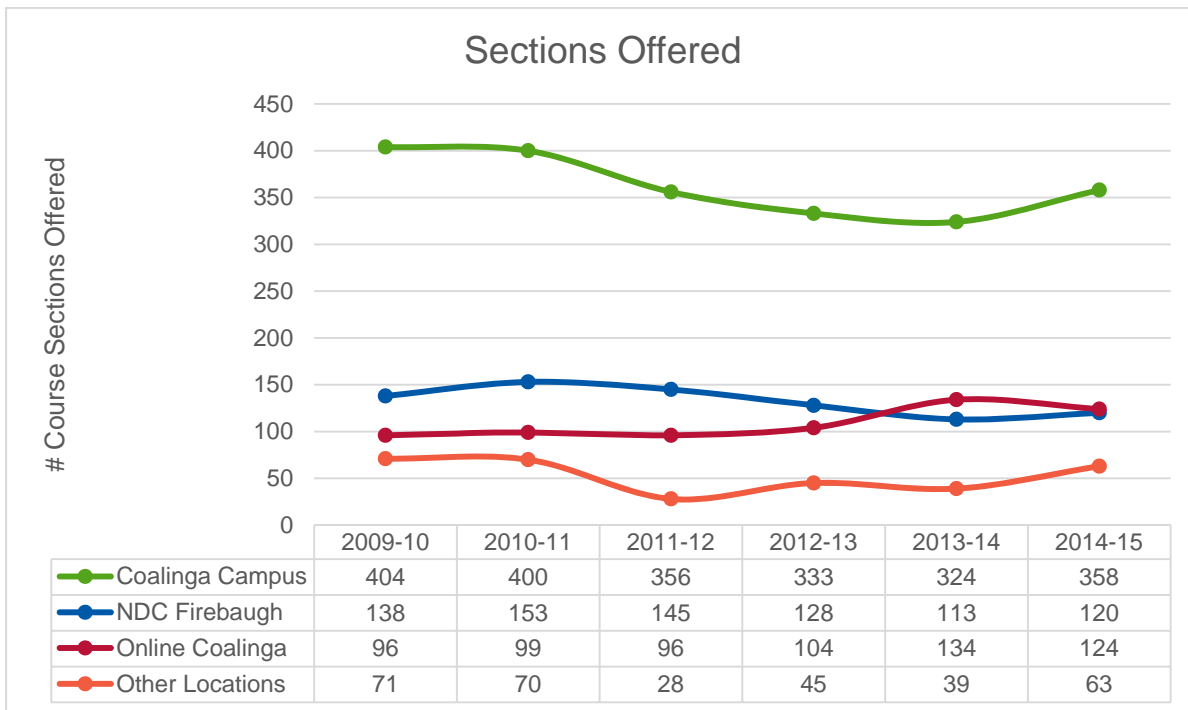
CTE vs. Non-CTE Course Sections Offered

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Non-CTE	420	417	409	428	422	451
CTE	288	305	215	177	188	210

Course Sections Offered
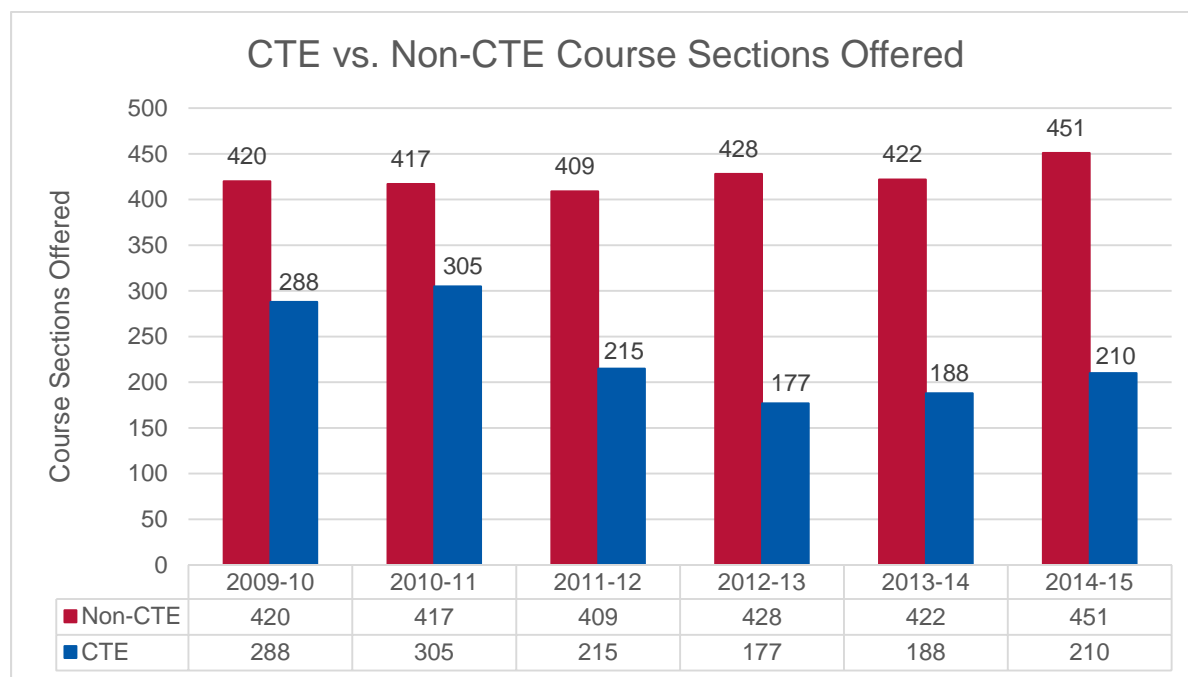
While the duplicated headcount of non-CTE courses has remained relatively stable over the past six years (varying from a low to 12,368 to a high of 12,867), there has been a greater degree of fluctuation in CTE headcount, which reached a six-year low in 2012-13. Enrollment in CTE courses has since leveled off, reaching 4,685 and 4,741 in 2013-14 and 2014-15, respectively.

Duplicated Headcount CTE vs. Non-CTE

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Non-CTE	12,595	12,390	12,867	12,550	12,368	12,590
CTE	5,637	5,687	4,204	3,795	4,685	4,741

Unduplicated Headcount

Source: WHCCD Office of Institutional Effectiveness, 2015

Sections Offered

While the number of sections offered at the Coalinga campus has declined since its peak in 2009-10, this has been offset somewhat by an increase in the number of online courses offered through West Hills College Coalinga.

Sections Offered

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Coalinga Campus	404	400	356	333	324	358
NDC Firebaugh	138	153	145	128	113	120
Online Coalinga	96	99	96	104	134	124
Other Locations	71	70	28	45	39	63

Source: WHCCD Office of Institutional Effectiveness, 2015

Student Success Data

Instructional Method

Success rates among face-to-face courses have increased by over 6% since 2009-10. Among online courses, success rates have increased at a slightly higher rate, going from just under 58% in 2009-10 to 65.5% in 2014-15. Over the past six years, online success rates have typically been about 10% lower than success rates for face-to-face courses. Success rates in hybrid courses declined sharply during the 2014-15 academic year. The majority of video conferenced sections are offered between the Coalinga campus and the North District Center.

Course Success Rates by Instructional Method

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Face to Face	69.27%	69.58%	69.17%	72.85%	73.17%	76.17%
Hybrid	75.51%	70.78%	70.59%	63.39%	70.60%	57.08%
Online	57.94%	59.02%	62.32%	63.71%	63.19%	65.50%
Video Conference	60.30%	61.55%	66.14%	64.43%	72.10%	75.32%
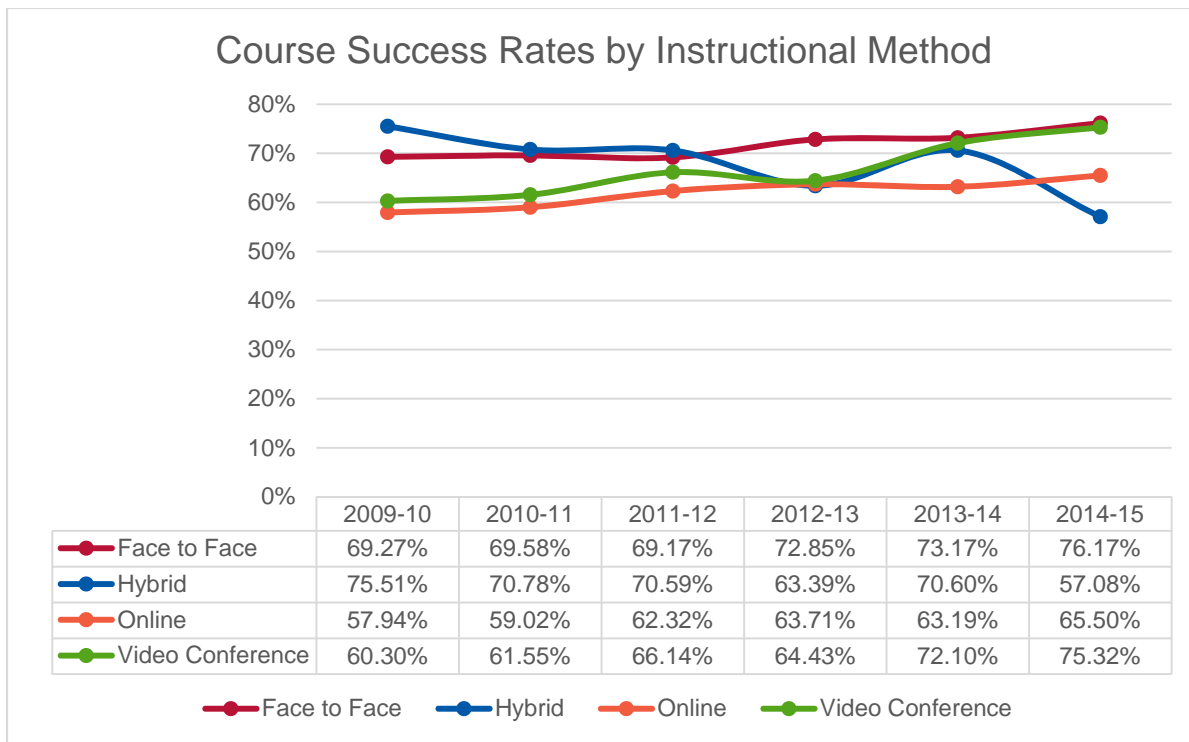
Source: WHCCD Office of Institutional Effectiveness, 2015

Age

Success rates by age have generally increased over the past six years, in line with overall increases in course success rates. Students aged 20-24 have consistently had the lowest course success rates.

Course Success Rates by Age, WHC Coalinga						
Age Group	Academic Years					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
19 and under	65.70%	66.10%	69.10%	71.30%	71.50%	73.40%
20-24	62.50%	63.80%	64.70%	65.40%	67.40%	68.10%
25-29	67.00%	65.70%	64.20%	70.00%	70.50%	74.50%
30-49	71.20%	71.90%	68.70%	72.60%	68.40%	72.10%
50+	66.80%	73.90%	76.60%	77.60%	66.70%	70.00%
Unknown Decline to State	50.00%	100.00%	-	-	100.00%	100.00%

Source: WHCCD Office of Institutional Effectiveness, 2015

Race/Ethnicity

Course success rates among the two largest racial and ethnic subpopulations (Hispanic and White, non-Hispanic) have increased by approximately five percentage points since 2009-10. However, these increases have done little to reduce the achievement gap between White and Hispanic students. Success rates among African American students have fluctuated over the past six years, ranging from a low of 61.5% in 2009-10 to a high of 68.3% in 2013-14 and have consistently lagged behind White students. The colleges' Equity efforts described in Standard IIC will address the disproportionate impact on identified groups.

Course Success Rates by Ethnicity, WHC Coalinga						
Race/Ethnicity	Academic Years					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African-American	61.5%	63.9%	64.1%	64.9%	68.3%	63.5%
American Indian/ Alaskan Native	70.2%	78.1%	77.7%	72.1%	59.2%	59.7%
Asian	81.1%	80.1%	79.6%	82.0%	81.1%	84.4%
Filipino	68.9%	72.5%	74.4%	79.7%	78.9%	83.5%
Hispanic	63.3%	64.0%	65.3%	66.9%	66.2%	69.5%
Pacific Islander	72.8%	75.3%	77.5%	59.6%	58.1%	50.8%
Two or More Races	59.7%	69.1%	73.8%	78.8%	73.2%	71.5%
Unknown/Declined to State	62.7%	59.5%	62.1%	61.9%	75.0%	81.5%
White Non-Hispanic	69.3%	71.6%	70.2%	75.3%	74.9%	74.9%

Gender

Female students have typically had slightly higher course success rates (1-2%) than their male peers, though this varies from year to year.

Course Success Rates by Gender, WHC Coalinga						
Gender	Academic Years					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Female	65.7%	66.5%	68.0%	69.6%	69.9%	71.7%
Male	65.6%	66.2%	65.8%	69.0%	68.5%	70.7%
Unknown/Declined to State	64.6%	65.2%	70.7%	66.0%	72.8%	68.8%

Source: WHCCD Office of Institutional Effectiveness, 2015

Socio-Economic Status

Following the definition used by the California Community colleges Chancellor's Office, West Hills College Coalinga defines students as economically disadvantaged based on the following factors:

- WIA Status
- Financial Aid BOGW and Pell awards
- CalWORKs participation
- VTEA economically disadvantaged status

Students classified as economically disadvantaged accounted for 66% of all enrolled students at West Hills College Coalinga in 2014-15.

While success rates have increased for both students who are classified as economically disadvantaged and those who are not, the gap between these groups has increased slightly in the past two years. In 2013-14 and 2014-15 students who are not economically disadvantaged completed their courses at a 10-12% higher rate than students classified as economically disadvantaged.

Course Success Rates by Economic Disadvantage

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Economically Disadvantaged	62.87%	63.75%	65.67%	67.76%	67.21%	68.80%
Not Economically Disadvantaged	72.25%	74.38%	73.52%	76.09%	78.11%	80.12%
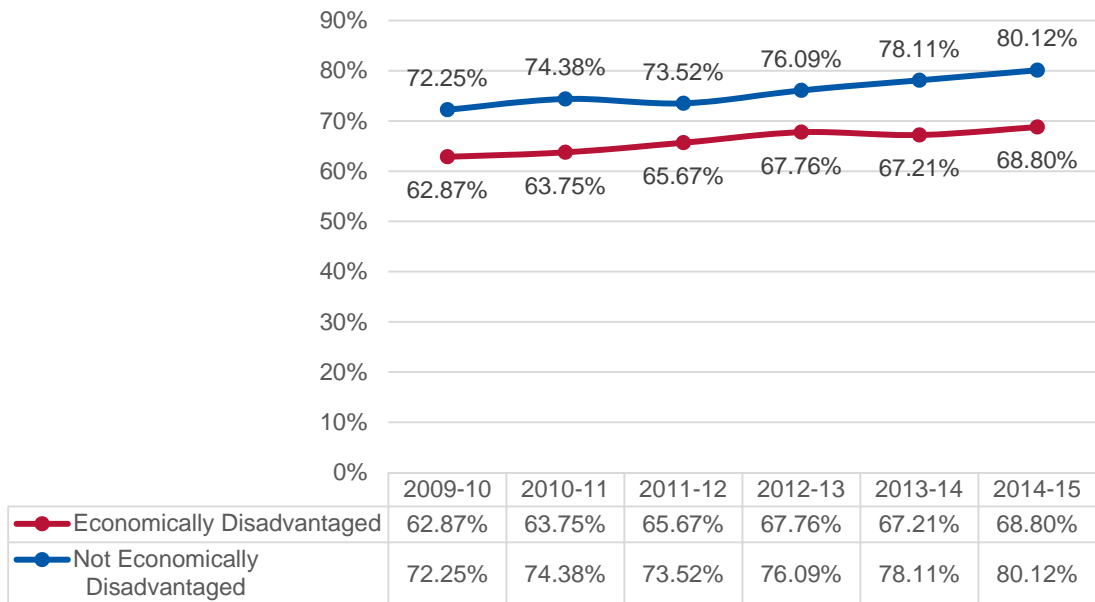
Source: WHCCD Office of Institutional Effectiveness, 2015

Course Completion

Persistence Rates

Fall to Fall Persistence

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Fall to Fall (West Hills College Coalinga)	45.3%	45.7%	47.4%	47.7%	50.4%	48.5%
Fall to Fall Persistence (Districtwide)	46.7%	47.2%	48.3%	50.4%	50.7%	50.8%
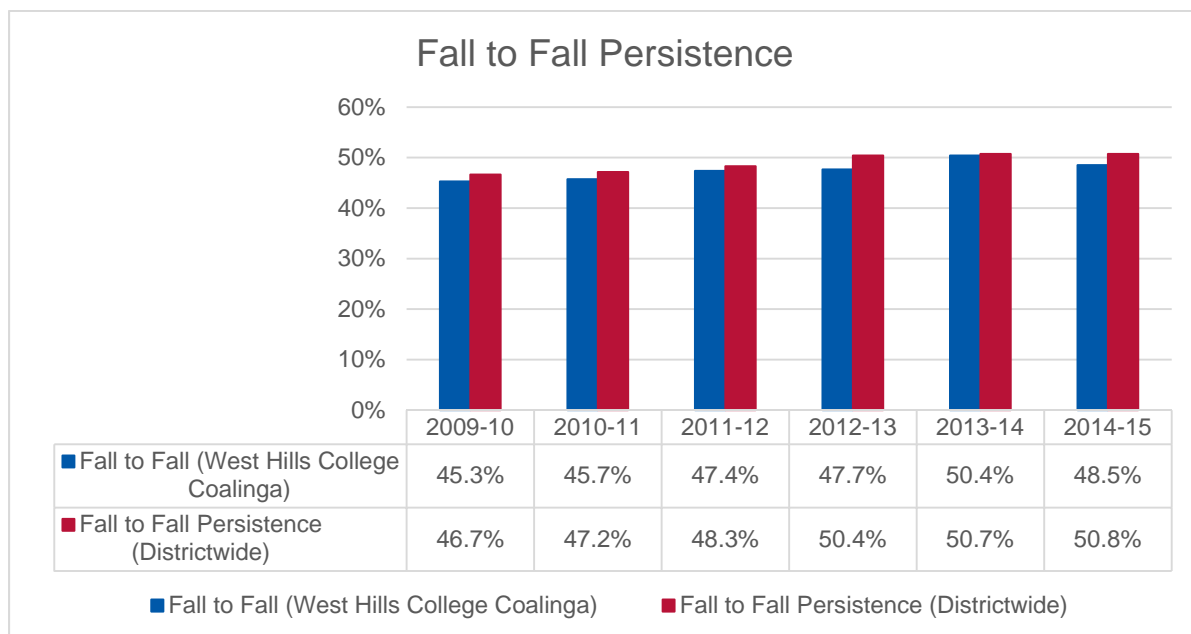
Source: WHCCD Office of Institutional Effectiveness, 2015

Basic Skills Success and Completion

Basic Skills Enrollment

The unduplicated headcount of students taking basic skills English has declined over the last several years, largely as the result of changes to West Hills College Coalinga's basic skills English curriculum. Beginning in 2014, both West Hills College Coalinga and West Hills College Lemoore standardized on English 100 Introduction to college Reading & Writing, a single basic skills English course. This four-unit course is two levels below transfer and integrates instruction in both reading and writing. Previously, students placing into basic skills English could be required to take two levels of basic skills English before advancing to English 51A (one level below transfer).

Conversely, the number of students enrolled in basic skills mathematics (Math 100 Pre-Algebra) has decreased somewhat from its peak in 2010-11. Like English, this course also underwent a curriculum change during the past two years, changing from a variable unit (maximum of 5) course to a fixed, three-unit course beginning in summer 2015.

The downward trend in enrollment for ESL reflects a change in strategy for ESL offerings at West Hills College Coalinga, with the college's emphasis moving from for-credit ESL towards non-credit and community education offerings.

Basic Skills Enrollment (duplicated headcount)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
English	485	510	380	294	314	277
ESL	248	247	206	155	55	13
Math	378	450	349	297	339	314
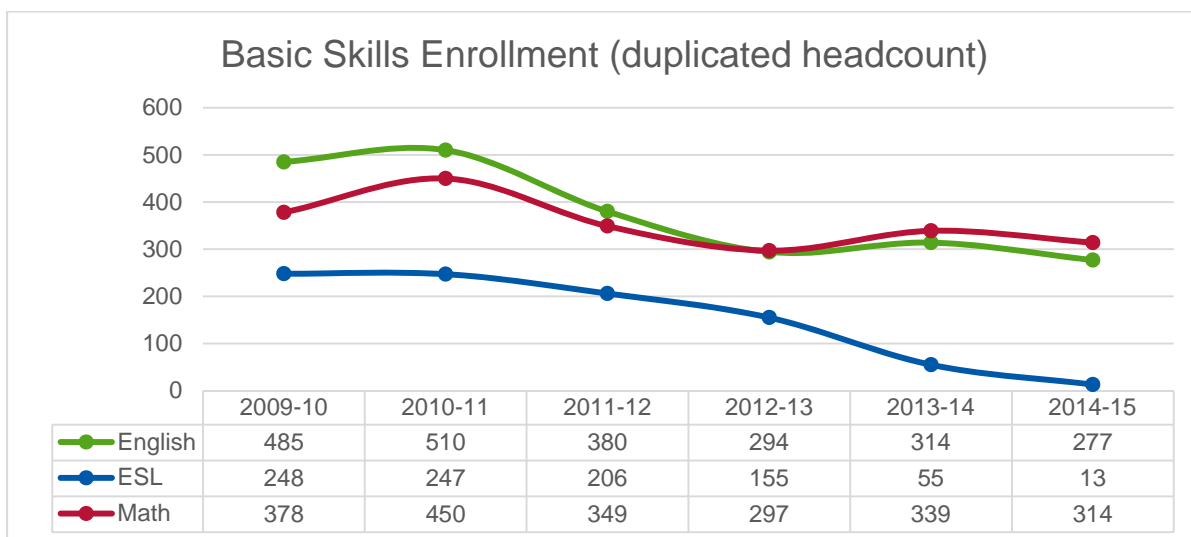
Source: WHCCD Office of Institutional Effectiveness, 2015

Basic Skills Course Success

The decline in basic skills math success rates coincides with a policy change whereby students were no longer permitted to receive partial credit for West Hills College Coalinga's basic skills math course.

Basic skills English success rates have fluctuated from year to year, sometimes by as much as 15%. ESL success rates were relatively stable through the early 2010s, but experienced a decline of approximately 10% from 2012-13 to 2013-14.

Basic Skills Success Rates

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
ENG	65.3%	68.4%	74.5%	59.5%	74.5%	61.4%
ESL	84.3%	87.0%	86.4%	87.7%	83.6%	76.9%
MATH	69.3%	70.4%	69.9%	68.4%	49.6%	50.6%
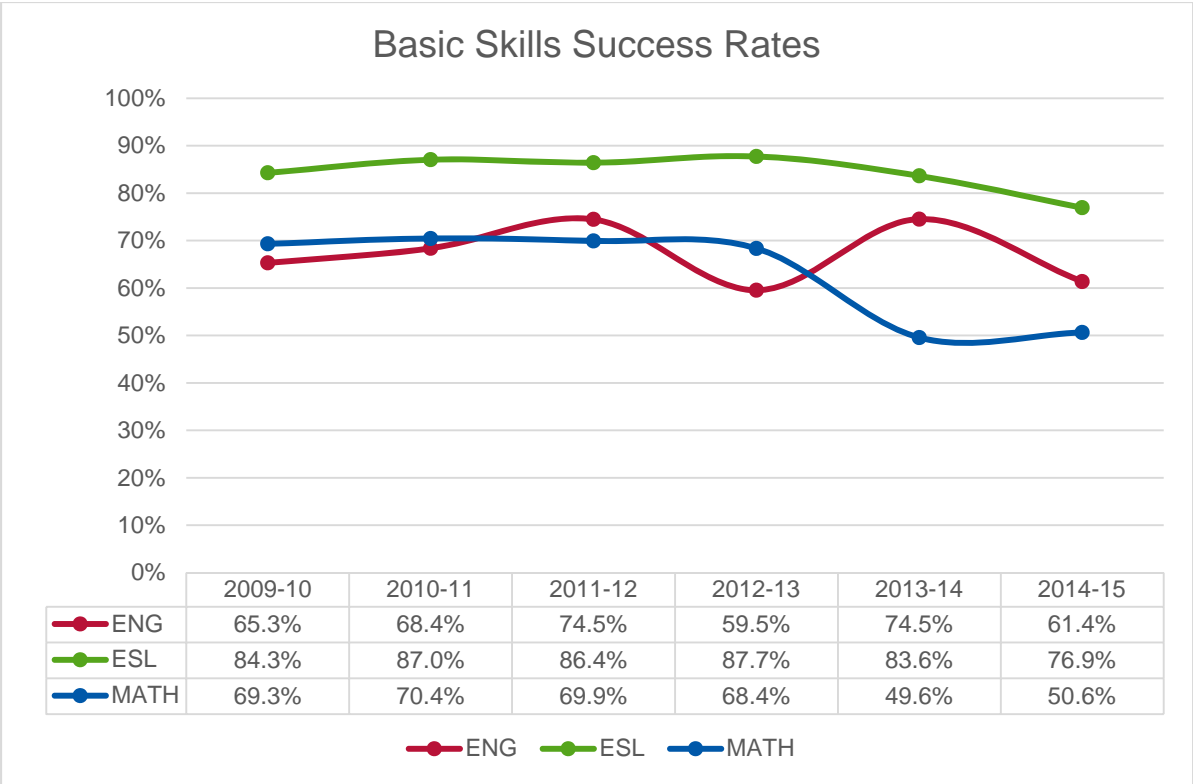
Source: WHCCD Office of Institutional Effectiveness, 2015

Basic Skills Completion

While the monitoring of course success rates in basic skills allows West Hills College Coalinga to track short-term outcomes, the use of the Student Success Scorecard's Remedial Completion indicators provides means of tracking basic skills outcomes over a longer time period. The Student Success Scorecard begins with a cohort of students who first enroll below college-level in math and English and tracks the percentage of those students who go on to complete college-level math or English within a six year period.

The completion rates for both math and English reached a four-year high for the most recently released cohort. Rates of ESL completion increased with each cohort from 2006-07 through 2008-09; the completion rate for the 2009-10 cohort decreased by 3.5% when compared to the previous year.

Student Success Scorecard - Remedial Completion

	2006-2007	2007-2008	2008-2009	2009-2010
Remedial English	36.3%	32.3%	34.0%	36.7%
Remedial Math	20.6%	19.3%	17.8%	23.0%
Remedial ESL	3.1%	9.1%	17.8%	14.3%
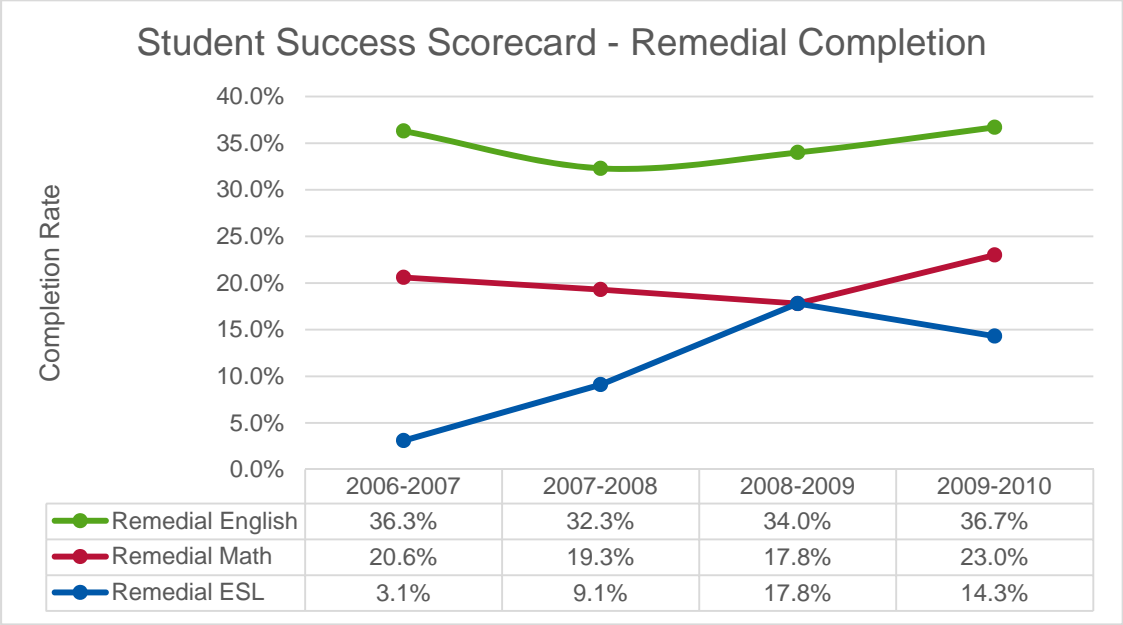
Scorecard Completion Rate

The California Community colleges Chancellor's Office Student Success Scorecard tracks the percentage of degree- or transfer-seeking students who complete within six years of first enrolling. Completion of a degree, certificate of achievement, transfer to a four-year institution, or transfer-ready status (completion of sixty transferable units, with a 2.0 GPA or better are all considered to be successful outcomes for the purpose of this metric.

The six-year completion rate for West Hills College Coalinga has fluctuated from year to year, with the most recent six-year cohort completing at an overall rate of 38.1%, the lowest since the Scorecard's inception. The completion rates for prepared and unprepared students have tracked closely with the overall rate, with both at a four-year low. The students of this most recent cohort entered in 2009-10 at the height of the recession, and limitations of course access and course offerings as the result of budget reductions likely had an impact on their completion rates.
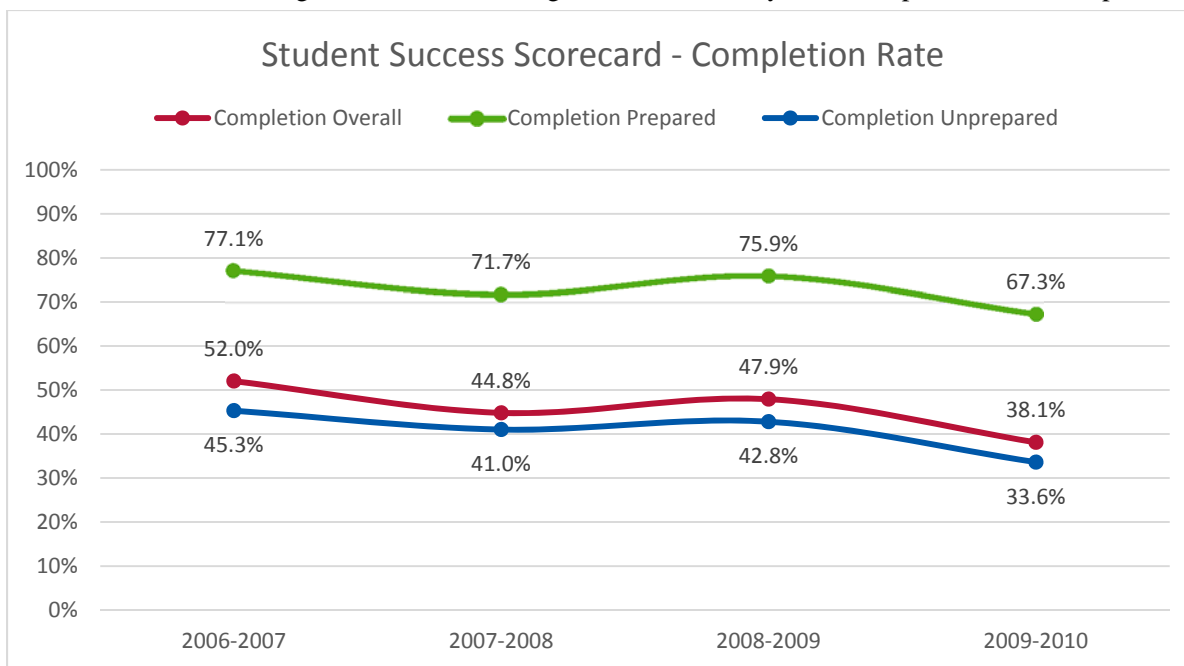
Source: California Community colleges Chancellor's Office Student Success Scorecard, 2016

Local Certificates

While state regulations do not allow these certificates to be recorded on student transcripts, local certificates are awarded to students who completed specific sequences of courses consisting of fewer than 18 units. Theses certificates were first awarded in the 2010-11 academic year following changes to Title 5 of the California Code of Regulations. As noted above, the large increase in local certificates awarded was the result of the District's decision to award certificates to students without requiring that the student petition.

Five Year History of Degrees and Certificates Awarded

Degrees and Certificates awarded by Area of Study 2009-2015:

Discipline	Degree/Certificate	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Administration of Justice	Assoc. in Science for Transfer			0	1	2	1
	Associate of Arts	10	10	11	5	6	14
	Associate of	4	4	7	6	5	2

Discipline	Degree/Certificate	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Science						
	Total	14	14	18	12	13	17
Agriculture	Associate of Arts	0					
	Associate of Science	2	5	4	3	3	3
	Certificate of Achievement	6	3	4	12	4	20
	Local Certificate	0	1	2	1	6	13
	Total	8	9	10	16	13	36
Allied Health	Associate of Arts	10	2	3	0	0	0
	Certificate of Achievement	96	86	79	66	84	115
	Total	106	88	82	66	84	115
Art	Associate in Arts for Transfer						0
	Associate of Arts	1	1	0	0	3	3
	Total	1	1	0	0	3	3
Biology	Associate of Arts	0	0	0	0	0	0
	Associate of Science	0	0	0	2	0	0
	Total	0	0	0	2	0	0
Business	Assoc. in Science for Transfer						3
	Associate of Arts	13	18	11	9	7	7
	Associate of Science	4	3	11	11	10	8
	Certificate of Achievement	6	13	8	4	4	15
	Total	23	34	30	24	21	33
Child Development	Assoc. in Science for Transfer						0
	Associate of Arts	6	5	11	7	17	10
	Associate of Science	0	2	4	5	1	1
	Certificate of Achievement	14	7	20	18	17	20
	Local Certificate	0	10	21	35	40	226
	Total	20	24	56	65	75	257
Communication	Associate in Arts for Transfer						0
	Associate of Arts	0	0	0	0	0	1
	Associate of Science	0	0	0	2	0	0
	Total	0	0	0	2	0	1
Computer Information System	Associate of Arts	3	2	3	2	1	2
	Associate of Science	0	1	0	1	2	0
	Certificate of Achievement	4	4	4	0	5	25
	Total	7	7	7	3	8	27
Geography	Associate of Arts	0	0	0	0	0	0

Discipline	Degree/Certificate	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Total	0	0	0	0	0	0
Geology	Assoc. in Science for Transfer						0
	Associate of Arts	0	0	0	0	0	0
	Associate of Science	0	0	0	0	0	0
	Total	0	0	0	0	0	0
Health Education	Associate of Arts	1	0	0	0	0	0
	Associate of Science	3	9	11	12	15	12
	Total	4	9	11	12	15	12
Health Science	Associate of Science	35	22	28	29	31	58
	Total	35	22	28	29	31	58
Humanities	Associate of Arts	1	0	0	0	0	1
	Total	1	0	0	0	0	1
Liberal Arts	Associate of Arts	102	102	113	119	118	129
	Certificate of Achievement	11	21	39	42	36	137
	Local Certificate	0	4	2	4	3	1
	Total	113	127	154	165	157	267
Mathematics	Assoc. in Science for Transfer			0	0	0	0
	Associate of Arts	0	0	0	0	0	0
	Associate of Science	0					
	Total	0	0	0	0	0	0
Performing Arts	Associate of Arts	1	0	0	0	0	0
	Certificate of Achievement	2					
	Local Certificate	0	0	0	0	0	0
	Total	3	0	0	0	0	0
Physical Education	Associate of Arts	0	2	1	7	7	2
	Total	0	2	1	7	7	2
Political Science	Associate in Arts for Transfer						0
	Total						0
Psychology	Associate in Arts for Transfer						0
	Associate of Arts	5	9	6	11	14	8
	Total	5	9	6	11	14	8
Social Science	Associate of Arts	3	2	0	1	1	0
	Local Certificate	0	0	0	1	0	0
	Total	3	2	0	2	1	0

Source: 2015 WHCCD Office of Institutional Effectiveness, 2015

Full-Time Employee Demographics

Disaggregated by Age

Classification	Age	# of Employees	% of Classification
Administrator	30-49	6	54.55%
	50+	5	45.45%
Certificated	30-49	25	64.10%
	50+	14	35.90%
Classified	20-24	1	1.79%
	25-29	8	14.29%
	30-49	32	57.14%
	50+	15	26.79%
Classified Management	30-49	8	88.89%
	50+	1	11.11%
Confidential	50+	1	100.00%

Source: WHCCD Office of Institutional Effectiveness, 2015

Disaggregated by Gender

Classification	Gender	# of Employees	% of Classification
Administrator	Female	7	63.64%
	Male	4	36.36%
Certificated	Female	17	43.59%
	Male	22	56.41%
Classified	Female	38	67.86%
	Male	18	32.14%
Classified Management	Female	3	33.33%
	Male	6	66.67%
Confidential	Female	1	100.00%

Source: WHCCD Office of Institutional Effectiveness, 2015

Disaggregated by Ethnicity

Classification	Ethnicity	# of Employees	% of Classification
Administrator	Hispanic	5	45.45%
	White Non-Hispanic	6	54.55%

Classification	Ethnicity	# of Employees	% of Classification
Certificated	African-American	1	2.56%
	Filipino	1	2.56%
	Hispanic	4	10.26%
	Unknown/Declined to State	1	2.56%
	White Non-Hispanic	32	82.05%
Classified	African-American	1	1.79%
	Hispanic	41	73.21%
	White Non-Hispanic	14	25.00%
Classified Management	American Indian/ Alaskan Native	1	11.11%
	Hispanic	5	55.56%
	Unknown/Declined to State	1	11.11%
	White Non-Hispanic	2	22.22%
Confidential	White Non-Hispanic	1	100.00%

Source: WHCCD Office of Institutional Effectiveness, 2015

WHCC Coalinga and WHCC District
Organizational Charts

West Hills College Coalinga

District Office Functions with Support Responsibilities to the Colleges

Stuart Van Horn
Interim President

Lorna Davis
Administrative Assistant

Larry Buckley
Interim Vice President of
Educational Services (CIO)

Sandy McGlothlin
Vice President of Student Services
(CSSO)

Robert Pimentel
Associate Dean of
Educational Services

Kathryn DeFede
District Director of Health Careers
(Direct report to VC of Ed Srvcs at WHCCD)

Bertha Felix-Mata
Associate Dean of
North District Center, Firebaugh

Mark Gritton
Associate Dean of Student Services

Guadalupe Espinoza
Director of Special Grant Programs

Mary Mello
Director of Financial Aid

Alex Villalobos
Dir of Residential Living
and Student Activities

Cecilio Mora
Coordinator of
Special Grants

Raquel Rodriguez
Director of Title IV Projects

Jay Darnell
Food Services Manager

Daniel Tamayo
Director of International Student
Services

Clint Cowden
Director of Farm of the Future

Eric Mendoza
Associate Dean of Athletics

Shaun Bailey
Director of Maintenance
& Operations and Auxiliary Services

Ken Stoppenbrink
Deputy Chancellor

Frances Squire
Executive Director of
West Hills Comm. College Foundation

Stuart Van Horn
Vice Chancellor of Educational Services
and Workforce Development

Amber Myrick
Director of Marketing, Communications,
and Public Information

COLOR LEGEND
Executive Administrative Employees
Administrative Employees
Classified Management Employees
Confidential Employees

Note: Classified and certificated
employees are not included on the
organizational charts

08/01/2016

West Hills Community College District
Chancellor's Office

WHCCD
Board of Trustees

Frank Gornick
Chancellor

Donna Isaac
Executive Assistant
to the Chancellor

Kathy Finster
Administrative Assistant
(Temporary report)

Ken Stoppenbrink
Deputy Chancellor

VACANT
Vice Chancellor of Ed Services
and Workforce Development

Stuart Van Horn
Interim President
West Hills College Coalinga

Kristin Clark
President
West Hills College Lemoore

Frances Squire
Executive Director of
West Hills Community College
Foundation

Amber Myrick
Director of Marketing,
Communications, and Public Info

Carlos Posadas
Web Administrator

Anita Wright
Director of Grants
(Temporary report)

Rita Grogan
Associate Vice Chancellor of
Enrollment Mngmnt and Inst Eff
(Temporary report)

COLOR LEGEND:

Board of Trustees

Executive Administrative Employees

Administrative Employees

Classified Management Employees

Confidential Employees

Note: Classified and certificated employees are not included on the organizational charts

8/01/2016

West Hills Community College District
Deputy Chancellor

Ken Stoppenbrink
Deputy Chancellor

Adriana Ochoa
Administrative Assistant

Tammy Weatherman
Associate Vice Chancellor
of Business Services

Becky Cazares
Director of Human Resources

Debbie Gore
Budget Services Supervisor

Thelma Trevino
Accounting Services Supervisor

Kimberlee Davis
Human Resources Analyst

Richard Aguilar III
Human Resources Analyst

Maria Battisti
Grants Accounting Supervisor

Sarai Cabrera
Human Resources Specialist

Michelle Kozlowski
Associate Vice Chancellor of
Ed Srvcs and Info Technology
(Temporary report)

Conne Cleveland
Director of Child Dev Centers
(Temporary report)

COLOR LEGEND:
Executive Administrative Employees
Administrative Employees
Classified Management Employees
Confidential Employees

Note: Classified and certificated
employees are not included on the
organizational charts

1/2016

West Hills Community College District
Vice Chancellor of Educational Services and Workforce Development

VACANT
Vice Chancellor of Educational Services and Workforce Development

Kathy Finster
Administrative Assistant
(Temporary report to Frank Gornick)

VACANT
Workplace Learning Liaison Coordinator

Michelle Kozlowski
Associate Vice Chancellor of Educational Services and Info Technology
(Temporary report to Ken Stoppenbrink)

Rita Grogan
Associate Vice Chancellor of Enrollment Mngmnt and Institutional Effectiveness
(Temporary report to Frank Gornick)

Kelly Cooper
Associate Vice Chancellor of Connected Learning

Mark Millett
ITS Customer Support Operations Manager

VACANT
Network Services Manager

Maria Lourenco
Academic Srvcs Manager/ Articulation Officer

Joy Cowden
Activity Director/ Instructional Design Spec.

Anita Wright
Director of Grants
(Temporary report to Frank Gornick)

Conne Cleveland
Director of Child Development Centers
(Temporary report to Ken Stoppenbrink)

Brian Boomer
Coordinator of Special Grants

Javier Cazares
Coordinator of Special Grants

VACANT
State Preschool Supv. Avenal

Virginia Cruz
CDC Site Supervisor San Joaquin

David Castillo
Director of Special Grant Programs
(WIT/Contract Education/Adult Education)

Anna Gonzales
CDC Site Supervisor North District Center

Nancy Jeffcoach
CDC Site Supervisor Lemoore

Kathryn DeFede
District Director of Health Careers
(Dotted line report to college CIOs)

Anabel Iniguez
State Preschool Supv. Huron

Delia Padilla
Office Manager

Lorri Redding
CDC Site Supervisor Coalinga

Patty Gonzalez
CDC Site Supervisor Avenal

COLOR LEGEND:
Executive Administrative Employees
Administrative Employees
Classified Management Employees
Confidential Employees

Note: Classified and certificated employees are not included on the organizational charts

08/01/2016

WHCCD Organizational Charts

Analysis and Evaluation of the Division of Responsibilities in the Functional Areas

The District has procedures in place for the colleges to provide input on the delineation of functions. The appropriate groups (e.g., the VPSS, VPAA, VPAS Councils, college Representatives on the District Planning and Accreditation Committee) get together to discuss delineation of duties and provide feedback on the current division of duties.

The personnel working in college offices provide useful feedback on the delineation of duties and are aware of which duties are carried out by the District and what the responsibilities of the colleges are. While the collection of feedback is sufficient and awareness of the delineation of duties is clear to those who work in college offices, some may not know how other divisions function. While communication is always a challenge, it would be beneficial to build on this strong foundation of providing feedback by ensuring that information is shared across various operations.

District – College Function Map

Responsibilities for Accreditation Standards

The responsibilities for meeting Accreditation Standards are delineated in the District-college Functional Map, which designates each as primary, secondary or shared.

As indicated in the Functional Map, the WHCCD and West Hills College Coalinga share responsibilities for almost everything the college does, including strategic and educational planning, budgeting, fiscal tracking, facilities construction and maintenance, admissions and records, curriculum and enrollment management, and hiring/employee evaluations. The Map reflects the division of these responsibilities.

The maps clarify responsibility for District-level processes and functions, including:

- Academic Support
- Accreditation
- Auxiliary Services
- Contract Education
- Curriculum Development
- Grant and External Fund Development
- Information Technology
- Instructional Services
- Program Development and review
- Strategic and Educational Master Planning
- Workforce and Economic Development

Required Components in Support of Self-Evaluation

Organization of the Self-Evaluation Process

WHC Coalinga's institutional self-evaluation has been a collaborative, inclusive, and highly organized college-wide effort. The process of preparing the Institutional Self-Evaluation Report (ISER) began in 2014, following the college's submission of the Mid-Term Report to the ACCJC. The self-evaluation writing process began with the Institutional Effectiveness and Accreditation Council (IEAC) comprised of the Accreditation Liaison Officer (ALO), the faculty co-chair, and the eight standard co-chairs.

This IEAC is a standing committee that reports to the College Planning Council. Beginning as early as 2014, the ALO and lead co-chair began reviewing the newly revised accreditation standards (2014) and identifying standard co-chairs, staffing committees with groups on campus to serve as a resource for each standard, and balancing representation from all constituency groups covering every function of the college.

The initial phase of the self-evaluation process was to develop a cross-walk to ensure standard teams covered all aspects of the new requirements, USDE policies, ACCJC policies, and policies regarding distance education. This exercise highlighted the required integration all components needed to start the self-evaluation process. During this same time period, the college President and the Accreditation Liaison Officer/Vice President of Educational Services provided accreditation training to the membership of the classified union. Further, accreditation trainings were also presented during flex and professional development days to faculty and administrators.

Starting in the fall of 2015, the standard teams, led by the standard co-chairs, focused on writing of their respective standard and the collection of evidence. Drafts were developed by each team and vetted by the co-chairs with the IEAC for feedback and revisions. An initial complete draft was presented to the IEAC in the early spring of 2016. This first draft also addressed the Eligibility Requirements and the college's compliance with all federal regulations

and Commission policies. As these reviews continued, discussions regarding potential action projects emerged as themes to be included in the Quality Focus Essay (QFE).

The second draft of the ISER was completed by mid-fall 2016 for submission to the various governance groups for review. The draft was also integrated into the flex/professional development sessions prior to the start of the fall 2016 semester and also the September leadership retreat. The draft was submitted to the different campus governance groups, including the College Planning Council, for a thorough vetting of the second draft. Final timelines were developed to ensure ample opportunities and time for input. Ongoing coordination with the District and Board of Trustees culminated in a presentation to the Board, with final approval on December 8, 2016.

Upon ACCJC announcing the requirements for the Quality Focus Essay, the ALO, Co-Chair and Associate Vice Chancellor of Connected Learning discussed what the QFE should comprise. In late summer 2016, faculty professional development centered on themes that arose from the self-study and identified specific action projects for the essay. Six well-attended QFE forums were presented in September/October with over 40 faculty, staff and administrators reviewed and provided feedback for potential QFE Action Projects. The ALO and Co-Chair then finalized the action projects and essay for further college-wide input held in November.

The Self Evaluation Report is evidence of the teamwork and dedication to continuous improvement that is the culture of West Hills College Coalinga.

An Accreditation Timeline was developed in coordination between college and District office personnel:

Spring 2014	Selection of faculty co-chair, standards co-chairs, recruitment of team members, meetings, trainings. Standard co-chairs attending ACCJC training held for all District colleges in Merced.
Summer 2014	College portal set up for housing drafts of Standards, loading evidence into team portal sites.
Fall 2014	Supplemental documents, crosswalk, evidence gathering, surveys.
Spring 2015	ALO led interactive accreditation training for both certificated and classified staff development days; Co-Chairs and teams meet to continue writing to standard and gathering evidence.
Fall 2015	Teams meet to review standard templates, revise and submit to co-chairs, report template reviewed and edited for first draft.
Spring 2016	First draft reviewed by co-chairs, edits, feedback, returned to ALO.
Summer 2016	Second draft reviewed, QFE topics discussed.
Fall 2016	QFE theme-based workshops presented at professional development Forums scheduled for timeline, staffing. QFE/Self Study reviewed by College Planning Council, Academic Senate, Board of Trustees.
January 2017	Institutional Self Study Report (ISER)/QFE sent to ACCJC.

WHCC Accreditation Self Study Teams 2017

Standard I – Institutional Effectiveness

CO-CHAIRS: Clint Cowden, Jeff Wanderer, (District: Rita Grogan)

Genie Pratt	Juan Rubio	Fernando Miranda
Kevin Wilds	Mali Flood	Patricia Mendoza
Annie Jorgens	Hermelinda Barrera	Mark Arce
Melissa Holsonbake	Sheila Pappas	Joy Cowden
Justin Hampton	Domenica Sanchez	Concepcion Mora
Alicia Rocha	Marisol Hernandez	
Atif El Naggar	Zack Soto	
Chris Chaney	Debbie Norwood	

Standard II – Student Learning

CO-CHAIRS: Sandy McGlothlin, Arkady Hanjiev, (District: Rita Grogan)

Erin Corea	Pilar Espinoza	Cherise Griggs
Rhonda Mayer	Emma Santos	Veronica Rosales Cortes
Scott Sutherland	Jennifer Zuniga	Andrew Aguilar
Tim Ellsworth	Jessica Smith	Erin Devine
Anna-Lisa Little	Airy Macias	Isela Gillian
Staci Mosher	Sylvia Leyva	Cecilio Mora
Hector Dam-Mikkelsen	Jamie Pitts	Mary Mello
Jody Mitchell	Kelly Rouska	Daniel Tamayo
Stefan McGovern	Mary Ann Dominguez	Claudia Call
Nick Andrews	Carolina Jimenez	

Standard III – Resources

CO-CHAIRS: Bertha Felix-Mata, Matt Magnuson, (District: Ken Stoppenbrink and Becky Cazares)

Scott Wilson	Brian Rouska	Marco Velazquez
Olivia Vega	Reyna Moreno	Bruce Rudulph
Ken Sowden	Brandon Hicks	Octabiano Sigala
Al Graves	Sara Avila	Omar Mendoza
Sherry Barragan	Jose Jimenez	Shaun Bailey
Maria Ceballos	Jesus Dominguez	
Frank Morales	Ruthie Martinez	
Brandy Wilds	Grace Viramontez	
Jay Darnell	Alex Villalobos	
Lynette Mann	Raquel Rodriguez	

Standard IV – Governance

CO-CHAIRS: Mark Gritton, Anita Bart, (District: Donna Isaac)

Cam Olson	Lorna Davis	Juana Tapia
Rob Skaggs	Angela Eldridge	Marco Velazquez
Amy Long	Gina Tollison	Anavel Perez
Steve Wright	Pedro Garcia	Luis Sandoval
Jim Grant	Margaret Farmer	Ana Sanchez
Mark Matteson	Andrea Pulido	Jahel Esparza
Jennifer Twist	Aaron Taylor	Robert Pimentel

Compliance with Eligibility Requirements 1 – 5

Authority

West Hills College Coalinga (WHCC) is authorized to operate as a post-secondary, two-year degree- granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior colleges (ACCJC) of the Western Association of Schools and colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Act of 2008. (ER1)

Evidence: ER1a_BP1100 WHCCD

ER1b_ACCJC Directory of Institutions

ER1c__California Ed Code 70900-70902

Operational Status

WHCC has been in continuous service since 1932, originally called Coalinga College. In 1956, WHCC began operations at its current site in Coalinga. The college also operates an educational center in Firebaugh, CA. All courses are published online, posted on the college's website and in the college catalog. The college prepares students for two-year associate degrees, transfer to public and private colleges and universities through its academic programs, as well as for employment opportunities through its occupational programs. Students enroll full and part time in credit programs.

In the fall 2015, WHC Coalinga supported 3,518 students enrolled with over 36% full-time.

Degrees

WHCC offers approximately 25 Associate Arts/Associate Science and Associate Degree for Transfer degrees. In addition, the college offers 13 certificates of completion. Degree and certificate offerings are described in the college catalog which identifies requirements for Associate Degrees (including Associate of Arts, Associate of Science, and Associate Degree for Transfer), and certificates of completion. All degrees require at least 60 units of coursework that includes general education as well as a concentration within a major. Students can complete the requirements in two academic years. Information on graduation unit requirements, competency expectations, residency, CSU Breadth general education and Intersegmental General Education Transfer Curriculum pathways, and the college general education pathway are included in the catalog.

In 2015-2016, WHCC offered 665 course sections associated with credit instruction programs, with 640 (93.7%) being identified as "degree applicable" (ER7). A highly significant number of students at WHCC are enrolled in degree-applicable courses (ER8). Additionally, 98.8% of students enrolled in at least one degree applicable course. In 2015-2016, WHCC conferred 274 degrees among 247 students (ER9).

In 2015-16 the college conferred 255 Associate degrees and 317 Certificates of Achievement (ER3).

Evidence: ER2_college Catalog

Chief Executive Officer

The District appoints a Chancellor to oversee the entire District. Per Administrative Procedure 2430, delegation of Authority of the Chancellor to establish procedures and practices to meet the board policies; college operations are delegated to the President. The Board of Trustees approves the President. WHCC's current Interim President is Dr. Stuart Van Horn, appointed on July 10, 2016 who possesses the requisite authority to administer the policies, procedures, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of the California Community colleges, and all state and federal regulations and law. The authority includes ensuring compliance with policies and regulations concerning distance education delivery. The President does not serve as the chair of the governing board (ER4). The Commission was informed of this leadership change (ER15).

Evidence: [ER4a_Board Policy 2430](#)

[ER4b_BoardDocs_Interim President](#)

Financial Accountability

Each year, the college undergoes an external financial audit performed by a certified public accountant. The auditor employs generally accepted accounting principles when reviewing the college. The college's Audit Report is presented and reviewed annually to the Governing Board, and the college takes any necessary actions. The annual audit includes an audit of internal controls and state and federal compliance. Full detailed information about the college operations are set forth in Standard III.D.

The college operates within its funding allocation formula as determined by the District in order to fulfill its institutional mission and ensure fiscal stability. All funds are carefully allocated, tracked, and documented per generally accepted accounting principles. The college annually undergoes an external financial audit performed by a certified public accountant. The college has been allocated funds that adequately support the current and future needs of its distance education courses and programs.

The college is in compliance with the federal expectations and requirements under Title IV.WHCC's three-year default rate on student loans reported in October 2015 were 23.4% which is below the federal requirement of 30% (ER19). WHCC's internal processes for financial aid disbursement include appropriate checks and balances as stipulated in Title IV (ER 20), as well as separate mechanisms for responsibility of financial aid approval, disbursement, and delivery of student funds. WHCC's Financial Aid department provides assistance to students completing and submitting their Free Application for Federal Student Aid (FAFSA) documents. West Hills Community College District's Business Services Office disburses financial aid funds to students through direct deposit. Students who do not sign up for direct deposit may have a check issued to them.

Evidence: [ER5a_External Audit](#)

[ER5b_2015-16 WHCCD Financials](#)
[ER5c_3-year Cohort Default Rate](#)

Compliance with Federal Regulations and Commission Policies

The Accrediting Commission for Community and Junior colleges (ACCJC) provides a checklist for evaluating status against the requirements described in federal regulations and Commission policies. The college has addressed these policies throughout the narrative; however, highlights and evidence of compliance are presented here.

Public Notification of an Evaluation Visit and Third Party Comments

Regulation citation: 602.23(b)

The college solicited third party comment on its self-evaluation report in summer and fall 2016 by posting notification on the college website, Chamber of Commerce community e-blast, and by holding open forums. The Board of Trustees held a public meeting at the college to review the report on November 15, 2016. The agenda included public comment and was posted on the District website. The college will cooperate with the visiting evaluation team if follow-up is required related to third party comments.

The college demonstrates compliance with the Commission Policy on Rights and Responsibilities of the commission and Member Institutions as to third party comment.

Evidence: Checklist1_ThirdPartyComment

             Checklist1_WHCCD_BOT minutes_111516

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements for student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

- The college has established institution-set standards at the college level
- The institution-set standards were established as part of the participatory governance process
- The college measures course and program completion
- The college has also set standards of institutional performance for fall-to fall retention; degrees and certificates awarded; and transfer to four-year colleges and universities

The institution has defined elements of student achievement within each instructional program, and has identified the expected measure of performance within each defined element. The college uses pass rates in programs for which students must pass licensure examinations in order to work in their fields of study. Review of institution-set standards is set by faculty and administrators, including the College Planning Council.

- The college evaluates progress in fulfilling its mission and meeting its goals during the Strategic planning process
- The College Planning Council evaluates and discusses WHCC's performance on goals, outcomes, and key performance indicators and makes recommendations which are then forwarded to responsible committees or councils
- Student performance indicators and data are included in the program review process, which drives departments to determine correlations for underperformance, if demonstrated

The institution analyzes its performance as to the institution-set standards and to student achievement and takes appropriate measures in areas where performance is not at the expected level. Student performance data are included in the program review process. Programs are evaluated on the extent to which they have aligned with the college's mission, goals, and Strategic plan; analyzed in regards to student performance; and the results of this evaluation are used for programmatic improvement.

Evidence: Checklist2_InstitutionSetStandards

             Checklist2_2016_WHCC ACCJC Annual Report

             Checklist2_AC_Senate_October_2015_ISS approval

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour);

602.16(a) (1) (viii); 602.24(e), (f); 668.2; 668.9

Credit hour assignments and degree programs lengths are within the range of good practice in higher education (in policy and procedure). The college conforms to a commonly accepted minimum program length of at least 60 semester credit hours awarded for achievement of student learning for an associate degree. Procedures for determining a credit hour have been determined by the California Community colleges Chancellor's Office and are published in the Program and Course Approval Handbook. WHCC has in place written policies and procedures for determining a credit hour that meets commonly accepted academic standards. All programs and courses are approved under California Code of Regulations, Title 5 and administrative regulations promulgated there under. (See response to Standard II.A.5; Standard II.A.9)

WHCC's Academic Senate has established a curriculum approval process that takes into consideration federal regulations, including financial aid expectations and regulations. Board Policy codifies minimum accepted program length for associate degrees as 60 semester units of course credit. The Curriculum Committee reviews all new degree proposals as well as program revisions and confirms degrees meet the 60 unit minimum requirement.

Tuition is consistent across the degree programs. WHCC does not offer clock-hour based courses. The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Evidence: Checklist2_WHCC Catalog

Checklist2_AP4100 Graduation Requirements

Transfer Policies

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

Counseling faculty consult with content area experts and the District evaluator to review

Courses when there are questions regarding equivalency of courses from other institutions.

WHCC's Career Transfer Center encourages students to utilize the website information in order to access current transfer information. The Center holds regular events to help students understand transfer requirements. Policies are appropriately disclosed to students and the public on the college website and catalog.

Board policies and administrative procedures on the transfer of credit are available on the WHCCD website.

- The college provides transcript evaluation to students and they are encouraged at every stage in the process to meet with a counselor for evaluation.
- The institution complies with the Commission Policy on Transfer of Credit.
- To evaluate and grant transfer credit, college faculty, counselors, students and staff use a common articulation system (ASSIST) to determine course to course articulation for general education and major requirements
- The Course Identification Numbering System (C-ID) is used to articulate the college's courses with the California State University system and to streamline transfer of credits among institutions
- college counselors and the transcript evaluator use the Transfer Evaluation System (TES) database for coursework taken within institutions of higher education in the United States

Evidence: Checklist4_AP4107 Transfer Credit Policy

Checklist4_C-ID webpage

Checklist 4_Assist.org webpage

Checklist4_TES Transfer Evaluation software

Distance Education and Correspondence Education

Regulation citations: 602.16(a) (1) (IV), (VI); 602.17(g); 668.38

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions. All of the college's class offerings, regardless of delivery, follow the same official Course Outline of Record as approved by the Curriculum Committee and the Board of Trustees. Courses that are selected to be offered online or in a blended format have approved distance education addendums to the official Course Outline of Record which document the means by which instructors will initiate regular and effective contact. The District employs an Associate Vice Chancellor of Connected Learning, as well as instructional technology support staff on campus to support and develop a robust professional development program for effective strategies for teaching online.

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected. WHCCD uses Canvas as it learning management system for online, blended, and web-enhanced classes. Canvas provides secure login for both faculty and students. Students are authenticated through the college student information system and portal site.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence offerings. The college/District has a fully interactive web presence and distance learning program which assures that the online infrastructure, financial, student, and academic support are present and ready for future needs and advancements.

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Evidence: Checklist5_DE Addendum
                 Checklist5_Course Outline of Record
                 Checklist5_Canvas webpage

Student Complaints

Regulation citations: 602.16(a) (1) (ix); 668.43

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the catalog and online. Board Policy 5500 (Standards of Student Conduct) and Administrative Procedure 5530 (Student Rights and Grievances) define the student complaint process, including complaints based on discrimination, and use terms under federal and state laws and the categories of discrimination. In addition to prohibited discrimination, other student complaints and grievances are described.

The WHCC catalog describes the purpose and rights of student to grieve and directs students to contact the Office of Educational Services to discuss the complaint and grievance process. Student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint process and procedures. The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

The institution posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution in any of its programs, and provides contact information for filing complaints with such entities.

Evidence: Checklist6_BP 5500 Student Standards
                 Checklist6_AP 5530 Student Rights and Grievances

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a) (1)) (vii); 668.6

The institution provides accurate, timely, and appropriately detailed information to students and the public about its programs, locations, and policies. Institutional integrity is ensured by having multiple groups across the campus review major documents such as the catalog and class schedule. Subject matter experts review all publications and advertising materials. The college catalog accurately provides the official name, address, telephone numbers, and website address, including those of the North District Center in Firebaugh.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. WHCC ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentation. WHCCD employs a full-time marketing specialist to review all publications and to ensure accuracy of information. The institution provides required information concerning its accredited status as described above in the section on student complaints.

Evidence: Checklist7_Marketing 2016

Title IV Compliance

Regulation citations: 602.16(a) (1) (v); 602.16(a) (1) (x); 602.19(b);

668.5; 668.15; 668.16; 668.71 et seq.

The institution has presented evidence on the required components of the Title IV program, including the findings from any audits and program or other review activities by the USDE. WHCC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight, including the employment of quality improvement strategies with professional development for all financial aid staff. Financial Aid staff attends annual conferences and workshops (on site and via web training) offered by the US Department of Education, National Association of Student Financial Aid Administrators (NASFAA) and Western Association of Student Financial Aid Administrators (WASFAA) to ensure the college complies with current Title IV regulations and compliance.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

The USDE identified an issue with gainful employment reporting, which was resolved, as soon as it was discovered. To date, the Title IV program meets all compliance. The institution's loan default rates are within acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards are appropriate for an institution of higher education. As reported in the List of Contracts with Third-Party Providers and Non-Regionally Accredited Organizations section of this report, WHCC has made arrangements through contracts, agreements and Memoranda of Understand (MOU's) with external organizations to offer and receive services. The arrangements provide funding for WHCC to offer instruction to local agencies and specific organizations. They also provide sites for students in Health Careers programs to complete their clinical training.

Evidence: Checklist8_Loan Default Rate WHCC

ACCJC Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Instructional Compliance with Title IV.

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. WHCC complies with these Commission Policies. WHCC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies which includes professional

development for financial aid staff. The college and District have designated personnel with signing authority for contracts which include details regarding the work to be performed or the services to be provided, the period of the agreement, and the delineation of responsibilities and the contracted organization (See ER5).

List of Contracts with Third-Party Providers and Non-Regionally Accredited Organizations

Instruction-Related Agreements/Memoranda of Understanding

Agreements/Memoranda of Understanding for Clinical Sites

- Coalinga State Hospital
- Coalinga Regional Medical Center
- Hacienda Rehabilitation and Nursing
- Kings Rehabilitation
- Porterville Developmental Center
- Shelly Baird School – Kings County Department of Education
- Avenal High School (AB 288 Dual Enrollment)
- Coalinga High School (AB 288 Dual Enrollment)
- Tranquillity High School (AB 288 Dual Enrollment)
- Mendota High School (AB 288 Dual Enrollment)
- Firebaugh High School (AB 288 Dual Enrollment)
- Pleasant Valley State Prison (SB 1391 Prison Education)
- Avenal State Prison (SB 1391 Prison Education)
- Firebaugh-Las Delta USD and Mendota USD (Westside Institute of Technology)

Agreements/Memoranda of Understanding Related to student services

Fresno Regional Workforce Investment Board

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A: Mission

Standard 1.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

I.A.1 Evidence of Meeting the Standard

Mission

West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring all learners by providing dynamic and high quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason and develop compassion through learning, connection, and service.

Vision

West Hills College Coalinga is committed to the relentless pursuit of student success.

The West Hills College Coalinga (WHCC) mission statement was developed to align with ACCJC standards through collegial involvement from administration, faculty, adjunct faculty, classified staff, and the community. As recently as November 2016 the staff was involved in revamping and vetting a refreshed version of the mission statement through the governance process to be inclusionary to distance education students. The new mission statement was approved by the Board of Trustees at the November 2016 meeting. The vision statement is simply stated: "West Hills College Coalinga is committed to the relentless pursuit of student success." This core vision is an acknowledgement that students need support, experiential and deep learning and staff provides the resources, services and monitoring critical to students' success, particularly for disadvantaged students. **I.A.1.1 SP Mission; I.A.1.2 College Mission; I.A.1.3 BOT Minutes 110916**

The mission is appropriate for a degree-granting institution of higher education as it specifies the associate degree (two year) and other credentials offered and commitment to student learning. These core commitments are the guiding principles that support the college in accomplishing its mission. Further the mission conveys the college's commitment to access, success, quality educational programs, diversity, and a rich campus community. A detailed analysis of WHCC's service community and demographics is provided in greater detail in the preamble to this comprehensive self-evaluation report.

Access to educational institutions is critical in the College service area. Often in the San Joaquin Valley, non-academic factors drive non-completion of students; external commitments of students have a big impact on attendance. On any given weekday, you'll find students waiting by the bus bench in front of campus for the rural

transit van that picks up and delivers students four times per day to and from rural Huron, 18 miles away. The mission describes the institution's broad educational purposes and commitment to providing coursework to students that supports their educational goals to complete degree/certificate programs, transfer to a four year university, develop training and marketable job skills needed for employment and to think, reason and communicate effectively.
I.A.1.4 Huron Bus route 2016; **I.A.1.5 Westside Bus Route 2016**

In direct response to critical care needs of local families, the governing board has consistently supported and is committed to providing, and subsidizing, high quality child care and education programs throughout the District. The early care and education programs are located at Child Development Centers in Coalinga, Lemoore, Firebaugh, San Joaquin, and Avenal. These centers exemplify best practices in early education and access for our students and also demonstrates an understanding for our intended student population. **I.A.1.6 CDC Locations**

The College offers lower division academic and Career Technical Education (CTE) programs to a diverse student population. West Hills College Coalinga offers the following:

- 9 Associate Degrees for Transfer
- 17 Associate of Arts Degrees
- 11 Associate of Science Degrees
- 11 Certificates of Achievement
- 3 Local Certificates of Completion

The college emphasizes its commitment to student learning and success in its strategic goals from the draft Educational Master Plan 2013-18 developed to ensure that institution benchmarks are met and to measure continuous quality improvement. **I.A.1.7 EMP Draft**

Core Goals
The College's strategic coals are listed here:
- Improve success, retention and persistence of all students by improving transfer rates and number of degrees and certificates awarded;
- Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trend;
- Support and strengthen Career Technical Programs through research and sustained interaction with the business community;
- Develop new and strengthen existing external collaborative relationships and partnership;
- Advance a learning college culture that promotes a passion for learning, build leadership and civic engagement across all stakeholder groups; and,
- Provide new and expanded opportunities for faculty and staff development that support an atmosphere of excellence in academics and student support services.

The college's relentless pursuit of student success is prominent in college print and electronic publications, the college website, and is evident in the institution's professional development programs. Institutionally, the mission and vision statements are displayed in classrooms and offices of administration, faculty and staff. **I.A.1.8 Mission in Catalog**; **I.A.1.9 Mission on Webpage**

Credit, not-for-credit, services and noncredit courses and/or programs are available throughout the college's service area. Instructional program partnerships with public and private local, regional and state agencies, includes psychiatric technician, industrial maintenance mechanics, forklift, welding, solar, truck driving, soft skills training, and numerous related technician-level certification across numerous industry sectors. **I.A.1.10 Contract Ed Webpage**

I.A.1 Analysis and Evaluation

The mission statement commits to prepare students for the diverse opportunities that will shape their lives for the better. The Colleges' small size, intimate setting, and rural character appeals to students locally, regionally, and internationally. These statements speak to WHCC's commitment to student access, success and achievement.

Standard I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

I.A.2 Evidence of Meeting the Standard

The master planning activities began in fall 2013 as a joint effort lead by outside consultants guiding the process for the Coalinga and Lemoore campuses. At the time, the mission statement was revised and thus provided the benchmark from which the college could begin developing components of the Educational Master Plan 2013-2018 (EMP). This draft EMP integrated and supported the vision and goals of the West Hills Community College District strategic plan 2016-2020. The vision statement was also developed and vetted with the draft EMP group as part of that planning session. After several sessions with the consultant leading the effort at both campuses, it was concluded that neither was making the progress expected in the timeline set forth. In spring 2015, the draft document of the EMP was produced, vetted, and revised, yet the committee felt it was in the Colleges' best interest to terminate the relationship with the consultant. The data in the draft EMP was useful in strategic planning, and governance committees used the draft EMP to continue developing strategies for improvement.

The current draft was then sent for review by the College Planning Council for a first and second reading and approved on May 9, 2014. It was at that time that governance committees, who had reviewed the draft document assumed it was approved by the Board of Trustees in the summer of 2014. It was not. While there is enough evidence the college engaged in collaborative planning, discussion and agreement on goals, key performance indicators and standards, the current EMP remains in draft form. **I.A.2.1 2016 Strategic Plan; I.A.2.2 EMP Draft**

In fall 2014-15 the District undertook a district-wide planning effort to refine and create the WHCCD strategic plan which serves as the institutions North Star. During the fall 2015, the college held a planning retreat where participants reviewed multiple planning considerations to make recommendations regarding strategic priorities, common values, and actions to advance WHCC goals. The results of the planning process are represented in the WHCC Strategic Goals and are a reflection of the goals of the draft EMP.

I.A.2.4 SP PPT 2015

College stakeholders realize that having a board-approved EMP in concert with other planning documents is crucial. Efforts to accomplish this will resume with the goal of an approved EMP by late spring 2017. In order to coordinate educational master planning with facilities planning for both colleges, the District has engaged in a request for qualifications (RFQ) fall 2016 for an architectural consultant. The interim President and governance committees revised and published the strategic plan 2016-2020 supplement during fall 2016. However the lack of current approved master plan document that ties into the new mission statement is addressed in the Quality Focus Essay Action Project #2/Program Alignment with Mission. **I.A.2.5 RFQ Architect 2016; I.A.2.6 SP Supplement**

The college planning process is grounded in its mission, vision, goals, and institutional learning outcomes. This data drives the development of the annual strategic priorities. While the college EMP is in the process of further development for Board approval, the draft and subsequent strategic planning documents are built on the data used for the draft and establishes clear direction for the college by envisioning the future under changing internal and external conditions, trends and influences.

The planning process applies the participatory governance structure which is intended to be inclusive of all constituency and stakeholder groups. The participatory governance structure incorporates the following major components into the integrated planning process:

- 2013-18 college EMP draft
- 2016-2020 District Strategic Plan
- 2016-2020 WHC Coalinga Strategic Plan
- college Scorecard
- Institutional Learning Assessment (SLO's)
- Budget Resource
- program review

The office of Institutional Effectiveness has available a portal team site accessible for staff to access key achievement data on students, courses, programs, and services. In addition, college demographic data is available and easy to access. Drop down menus for queries on general or specific information are also available to all administrative staff and faculty. Staff also has access to accountability reporting such as IPEDS, Accountability Scorecard, and the Chancellor's office, RP Group, and WestEd websites. The data is periodically analyzed and presented to the various governance meetings and reviewed comprehensively at Districtwide leadership retreats held twice annually. **I.A.2.7 WHCCD Reporting Site**

The primary institutional effectiveness reports include: The draft EMP, College Strategic Plan, District Strategic Plan, Student Success Scorecard, and Core Value Indicators. The District Educational Master Plan draft establishes a framework to guide the educational program development and serves as a roadmap to assess resource allocation, and educational innovations.

Concurrent with the adoption of the District Strategic Plan 2016-2020, the staff increased their focus on supporting strategic goals emphasizing student success, enrollment management and efficiency, and student equity. The 27 key performance indicators (KPIs) in the District Strategic Plan allow the college to monitor progress within each strategic goal, to promote growth, continuous improvement, and accountability. An annual reporting cycle frames the College's focus on various KPIs throughout the academic year. **I.A.2.8 KPI Planning Matrix**

A snapshot of data available that addresses that the college accomplishes its mission effectively and is directing institutional priorities are described below:

- 70% of WHC students are first-generation college going;
- 66% of all enrolled students at WHCC were classified as economically disadvantaged;
- 63% of Latino/Hispanic students required remediation in English and math;
- 3.3% of students in the college service are have bachelor's degrees;
- 2009 saw only 35% of degree and transfer-seeking students with educational plans.

In 2014 through 2015, the college worked through an extensive review of disaggregated data targeting disproportionate groups in preparation for the Student Equity plan. Because the college mission statement promises institutional commitment for success to students from diverse backgrounds, staff dedicate to help all students, in particular cohorts of students with intrusive intervention strategies to complete their educational goals. The success measures targeting WHCC identified underserved student groups are listed below:

Success Measures	Underserved Student Groups
Access	Hispanic, Males and Individuals with Disabilities
Course Completion	African American, Foster Youth, Individuals with Disabilities

Success Measures	Underserved Student Groups
Basic Skills Math	Females, Individuals with Disabilities
Basic Skills English	African American, Individuals with Disabilities
ESL	Males*
Degree Certificate Completion	Males, African American, Individuals with Disabilities
Transfer	Females, Hispanic/Latino

Source: *Low cohort size for this group is significant. Source: Office of Institutional Effectiveness, 2015

I.A.2.9 Equity Plan 2015

In 2014, the College earned a Department of Education Title V grant that, in part, focuses on expanding access to residents in the rural service area, distance education services, and enhancing quality in current instructional offerings. Distance education/online programs are provide equal support services available to face-to-face students. To ensure greater access to postsecondary education, students served at the North District Center in Firebaugh can chose from an array of general education and specialized instructional video-conferenced courses every semester. **I.A.2.10 Title V Grant**

Student support programs such as EOPS/Care, CalWORKs, DSP&S, and SSS/TRiO require annual data for their year-end evaluations, reporting, and program review. These yearly evaluations and reporting requirements ensure the college is meeting its goals with respect to categorically funded programs designed to support underrepresented students in their goals achievement. **I.A.2.11 CARE EOY Summary**

The College Planning Council reviews these reports and uses them to evaluate achievement of the mission each year. This information is communicated at leadership retreats where faculty, staff, students, and administrators from across the District review college data for increased evaluation and discussion. Further, these reports are provided to the Board of Trustees on an annual basis so that their approvals are made with the most accurate information available. **I.A.2.12 CPC Agenda 101916**

I.A.2 Analysis and Evaluation

The Office of Institutional Effectiveness makes available key achievement data for students that are disaggregated by delivery, format, and demographic characteristics at the course and institutional levels. These reports are analyzed and presented to various committees (BASE, Student Success, Institutional Effectiveness and Accreditation Committee (IEAC) and support institutional discussions on how the College supports its mission. Improving success, retention, persistence, and completion of all students is woven throughout the planning process from instructional programs to student services support. With the advancement of the learning college culture at WHCC, all stakeholder groups promote a passion for student success and opportunity, and circle back to the mission and vision.

Success and retention as well as course, and degree completion data analysis prompted discussion on elements of the matriculation process where students might fall through the cracks. Some of the first changes in the process occurred at the same time. First, the District implemented priority registration two years before the mandates of SB1456 due to data analysis and discussions on student course and degree completion. The District deployed a series of changes to its registration system to grant priority registration to graduating high school seniors who completed a Free Application for Federal Student Aid (FAFSA) and the Student Success and Support Program (SSSP) requirements: Orientation, assessment, and the first-year student educational plan. The priority registration system changes implemented and assessed were lauded by California Community colleges Chancellor Jack Scott during his February 2012 visit to the District. **I.A.2.13 SSSP Plan**

In reviewing substandard data on educational plan completion for the SSSP plan, the student services office implemented an intensive effort to educate students on the importance of having an educational plan. Educational planning is the central nervous system for student success. The saying *"If you don't know where you're going, any road will take you there"* rings true for a student without an educational plan. The results of this strategic change in educational planning are now an institutional priority: focused classroom visits; the "Got Ed Plan?" campaign, occurring every October through faculty collaboration with t-shirt and buttons; and SSSP success teams working to identify their student cohorts without their ed plans. The effects were dramatic: the college progressed from 35% of degree and transfer seeking students with educational plans in fall 2009 to 78% in fall 2014. The 40% upsurge was the result of a series of initiatives; all focused to drive completion and increase student achievement in the form of degree/certificate completion and transfer of all students at West Hills college. **I.A.2.14 Got Ed Plan**

Percentage of Students with an Educational Plan
(Based on Students with a Degree, Certificate, or Transfer-Seeking Educational Goal)

- Fall 2009: 35%
- Fall 2010: 51%
- Fall 2011: 66%
- Fall 2012: 73%
- Fall 2013: 77%
- Fall 2014: 80%
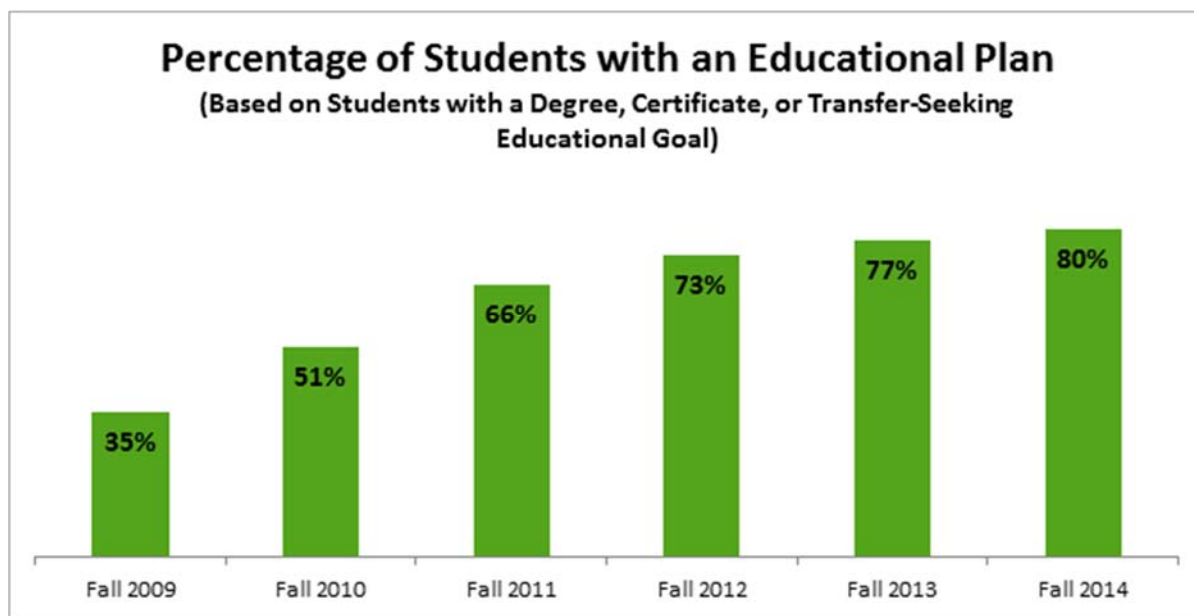
Source: WHCCD Office of Institutional Effectiveness, 2015

In 2013, the district pioneered a consequential redesign of enrollment methods. Where traditionally a student registers for the summer and fall terms during April and wait until November to register for the subsequent spring semester, Registration 365 (REG365) allows students to schedule a full year's worth of courses at one time. This change emphasized to students the importance of completion-oriented educational planning, rather than a term-to-term view of registration and enrollment. The college submitted its unique REG365 initiative and was recognized as one of 14 California Governor's Award for Innovation in Higher Education award recipients. **I.A.2.15 Dept Finance Award**

Although a tremendous amount of data are available for analysis and assessment for planning, goal setting and decision making, the college will benefit from making use of its existing shared government structure to review and asses the integration of its efforts and report back to constituent groups. The college has seen changes in leadership; each change brought about a different way of shaping integrated planning and assessment goals driving the institutional effectiveness process. In 2013, the college went through a year-long reinvention of its shared governance model to help identify and make transparent the feedback loop of decision making tied to budget resources. This process was not assessed and in order to improve and to further support its mission, the Quality Focus Essay has plans described to make greater strides in assessing the structure and understanding in identified levels of governance. This is addressed in the Quality Focus Essay Action Project #1/Institutional Effectiveness, Evaluation and Review.

Standard I.A.3

The institution's programs and services are aligned with its mission. The mission guides institution decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

I.A.3 Evidence of Meeting the Standard

While in draft form, the EMP serves as the central planning document that outlines clear performance measures to guide planning efforts. The college planning process is comprehensive and utilizes the participatory governance structure that incorporates the following components into the integrated planning process: EMP, WHCC Strategic Plan, College Scorecard, institutional learning assessment, and program review. **I.A.3.1 EMP Draft**

Central to boosting capacity of evidence-based educational practices to improve outcomes is an increased use and distribution of data measuring progress towards student success. This evidence is continually shared with educational partners, community-based organizations, regional workforce and economic development agencies, municipalities, and business and industry councils. Administrators, faculty and staff have access to various team sites relative to their areas of responsibilities on the college portal site. To facilitate dialogue with constituent groups, there was an infusion of more transparent and disaggregated data evidence practices that provides internal and external control for immediate access to student data. **I.A.3.2 Portal Student Data**

The program review process demonstrates how effectively the college is fulfilling its mission. After the 2011 accreditation visit, the College saw a need to invigorate courses and programs to enhance the program review process. The College pursued a grant from the Lumina Foundation in the effort to establish and test well-articulated outcomes at the associate degree level and to improve the value of degree holders' opportunities for employment and transfer. This grant started the effort in the evaluation of the Degree Qualifications Profile (DQP) with Administration of Justice (AOJ) and Math associates degrees. **I.A.3.3 DQP Degree Mapping Tool**; **I.A.3.4 Program SLO DQPP**

Beginning in 2011, in response to state-level legislation and data that documented low student transfer rates to the California State University system, faculty revised current degree programs in accordance to the mandates in the development of the Associate Degree for Transfer (ADT). **I.A.3.5 ADT Catalog Page**

The Student Success Accountability Scorecard is the set of statewide performance measures that track student success at the California community colleges over a six year period. The College uses data available in the Scorecard report to define elements of student achievement across the institution. The Scorecard is a useful compliance tool; however, the measures of success defined in the statewide report are not consistent with how the college views success. In essence, the College chooses to define success on its own terms and follows a higher degree of performance and accountability than what is identified as 'meets, exceeds, or is below' statewide data outcomes. **I.A.3.6 SS Scorecard**

Resulting from a spring 2014 leadership retreat comprised of board members and college representatives (faculty, administration, and staff), this effort contributed to the structure of the District's 2016-2020 Strategic Plan. The District plan contained 27 Key Performance Indicators (KPI), an increase in the type and mix of metrics than confined in the Accountability metrics and those currently required in annual reporting of the recent Institutional Effectiveness and Partnership Initiative (IEPI) created by the Chancellor's office in 2014. What followed was unusual for a public higher education institution: Each goal and KPI identified a performance improvement target for each of the next five years (through 2020). The performance targets were complimented by a series of initiatives, innovations, actions, and strategies. Actionable data and leading indicators were also defined in the process. **I.A.3.7 2016 Strategic Plan**

These KPI metrics are now used to evaluate factors that are crucial to the success of an organization and allows the College (and District) to monitor progress within each strategic goal, promoting growth, continuous improvement,

and accountability. These metrics are reviewed each January at the annual Board of Trustees planning retreat. Campus leaders are held accountable for continuous improvement. **I.A.3.8 KPI Planning Matrix**

The college regularly monitors its retention, success, persistence and completion rates by disaggregating data by gender, age and ethnicity to ensure steady progress toward meeting institutional student achievement targets. An infusion of equity resources from the state Chancellor's office in 2013 led to a comprehensive response to low success and retention rates. Equity dollars helped faculty to develop a supplemental instruction program, entitled UpGrade, which has been implemented into efforts to support student learning. A scheduling redesign to an accelerated, co-requisite pathway combining one level below with the transfer English class was piloted in fall 2016. This was driven by faculty desire to improve success rates in these course sequences with support and training from the statewide California Acceleration Project. Other examples of Equity related efforts are augmenting the reference library for students, work-study opportunities, tutoring, and additional staffing in key programs to support student success. **I.A.3.9 Upgrade Webpage**

I.A.3 Analysis and Evaluation

In fall 2015, participants at the college strategic planning retreat analyzed performance data and methodology within its assessment practices. College Planning Council assesses how well the college is achieving these baseline guides to performance. In addition, the college uses the strategic goal planning matrix to monitor, evaluate and make recommendations for improvement.

Program-level planning and evaluation also identify necessary resources to achieve program goals and objectives and tie to student achievement and learning (including student equity and student success). Resources are prioritized through the annual budget allocation process and are directly linked to the college strategic plan. By adding the mission statement and goals into the program review document, the mission becomes the benchmark for analyzing and decision making at the program level.

Alignment of Degree Qualifications Profile (DQP) skills among courses and their degrees suggested program modifications to capture those DQP skills. These pathways were developed and vetted with faculty representatives from curriculum, Institutional Student Learning Outcomes (ISLO) committee, Student Learning Outcome (SLO) committee, Instruction, and student services. In addition to the degrees submitted in the grant, faculty are now working to complete DQP across all relevant instructional programs. To increase effectiveness after all programs are vetted through degree qualifying criteria, faculty must determine the appropriateness of each course and program and its alignment with the new college mission and EMP. This is for further exploration in the Quality Focus Essay, Action Plan #1 and #2/Institutional Effectiveness and Program Alignment.

Program reviews have resulted in a number of changes in instructional and student services practice. The development of an Associate Degree for Transfer in Political Science led to one of the most expedient pathways for transfer because of CSU streamlined coursework. Psychiatric Technician changed from block course sequencing to modular to enhance student success and avoid repeatability of high unit classes. Data from the counseling program review enabled implementation of a new student success team model. Each student is assigned a success team where all members in student services/counseling are integrated in the case management of each student. **I.A.3.10 PolSci ADT; I.A.3.11 Counseling PR**

Student services has offered online services and counseling for distance education students for over 10 years and developed "Ask a Counselor" in 2004 which is still functional today. A full service online video orientation was launched in spring 2015. The orientation will continue to be modified into units of information and threaded throughout Canvas, the new learning management system implemented in fall 2016. An online counseling model was developed in fall 2015 using resources provided by CCCConfer, an e-conferencing site provided as a service to administrators, staff, and faculty of the California Community college system. Both services were aggressively marketed in the fall 2016 semester in consultation with the District's marketing director and Associate Vice Chancellor of Connected Learning. **I.A.3.12 Counseling Site**

Standard I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary (ER 6).

I.A.4 Evidence of Meeting the Standard

The new mission statement was reviewed by and vetted with community and college stakeholders in the fall 2016 semester:

> *West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring all learners by providing dynamic and high quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason and develop compassion through learning, connection, and service.*

District board policy (BP 1200) that serves to officially codify the District mission, vision and goals was revised and approved by the board in 2014. Statute requires evaluation of the policy every two years. Board policy (BP 2200) affirms the board is committed to fulfilling its responsibilities to establish policies that define the institutional mission and said prudent, ethical, physical, and standards for operations and protect district interests as they pertain to the mission. The college mission is developed as part of the EMP and strategic plans and approved by the board (BP 3250) as required by California Education Code 70902.

A review of the mission statement occurred in a strategic planning meeting on October 8, 2016. The College, student and community participation reviewed the current statement and after several iterations, were approved by the Board of Trustees on November 15, 2016.   **I.A.4.1 BP 1200**; **I.A.4.2 BP 3250**; **I.A.4.3 BOT 111516**

I.A.4 Analysis and Evaluation

The mission statement commenced with the College Planning Council and is integrated into the planning and evaluation processes. The mission is woven into posters, banners, flyers, handbooks, agendas, and minutes and is branded on materials posted around campus. The statement is widely publicized on the website, in the catalog, and shared via electronic communication resources.

Evidence: Standard IA – Mission

This link has all evidence for Standard IA

I.A.1.1 SP Mission
I.A.1.2 College Mission
I.A.1.3 BOT Minutes 111616
I.A.1.4 Huron Bus Route 2016
I.A.1.5 Westside Bus Routes
I.A.1.6 CDC Locations
I.A.1.7 EMP Draft
I.A.1.8 Mission in Catalog
I.A.1.9 Mission on Webpage
I.A.1.10 Contract Ed Webpages
I.A.2.1 Mission Proposed
I.A.2.2 2016 Strategic Plan
I.A.2.3 EMP Draft
I.A.2.4 SP PPT
I.A.2.5 RFQ Architect 2016
I.A.2.6 SP Supplement
I.A.2.7 WHCCD Reporting Site
I.A.2.8 KPI Planning Matrix
I.A.2.9 Equity Plan 2015
I.A.2.10 Title V Grant

I.A.2.11 CARE EOY Summary
I.A.2.12 CPC Agenda 101916
I.A.2.13 SSSP Plan
I.A.2.14 Got Ed Plan
I.A.2.15 Dept Finance Award
I.A.3.1 EMP Draft
I.A.3.2 Portal Student Data
I.A.3.3 DQP Mapping Tool
I.A.3.4 Program SLO DQPP
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I.A.3.6 SS Scorecard
I.A.3.7 2016 Strategic Plan
I.A.3.8 KPI Planning Matrix
I.A.3.9 Upgrade Webpage
I.A.3.10 PolSci ADT
I.A.3.11 Counseling PR
I.A.3.12 Online Counseling Site
I.A.4.1 BP 1200
I.A.4.2 BP 3250
I.A.4.3 BOT 111516

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

I.B.1 Evidence of Meeting the Standard

The college utilizes an integrated planning and governance process to frame discussions within the college and the community. The process assimilates District governance processes consistent with numerous public community college districts in California yet features a unique blend of district-centralized and college-decentralized service delivery mechanisms. Centralized services administered by the District office include Information Technology Services, Office of Institutional Effectiveness, Grants Office, Connected Learning, Enrollment Management, Human Resources, Business Services, and Marketing.

All committees and task force groups include representation from across the institution to ensure the interchange includes input from all constituents. Discussions occur at both the formal and informal level that include but are not limited to the following groups: Academic Senate, College Planning Council (CPC), Curriculum Committee (CC), Budget Resource committee (BRC), Infrastructure Committee (IC), Institutional Effectiveness and Accreditation Committee (IEAC), Outcomes Committee (OC), Program Review Committee (PRC), President's Executive Cabinet (PEC) and the Basic Skills and Equity (BASE) Committee, which will not be represented in the governance structure. **I.B.1.1 Governance Webpage**

West Hills College Coalinga — Integrated Planning and Governance Process
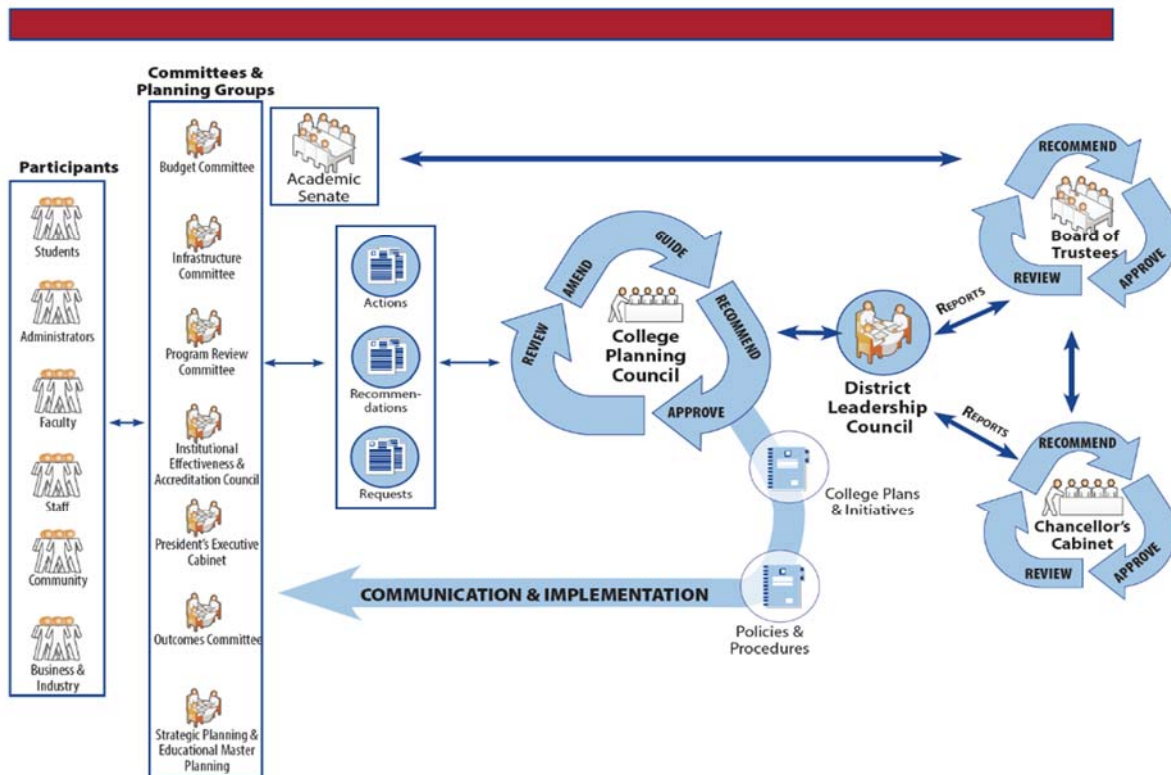
The CPC is the primary academic venue for dialogue focusing on continuous institutional improvement on student learning and achievement and is the decision-making committee for the college. The CPC is comprised of members

from all constituency groups and meets monthly. The council receives and reviews recommendations generated by participatory governance groups when those issues have the potential for college-wide implications or impact. The Council examines recommendations to the Chief Executive Officer related to District board policies and administrative procedures, which are forwarded to the Board of Trustees by the Chancellor. The council is informed by the program review process and all other institutional plans. **I.B.1.2 CPC Webpage**

college-wide data are regularly presented to the campus community and to all committees through the participatory governance structure, as well as periodic President's Forums, Monthly Messages, Coffee with the President (where community members informally chat with the President), and student "Pizza with the President" scheduled informal lunchtime sessions where the CEO is available for student discussion. Program assessment in the program review process promotes discussion about the continuous improvement of student learning and student outcomes. One example of proactive outcomes and continuous improvement targets the lack of preparedness of first generation students entering college. Stakeholders reviewed data, surveys, research, and anecdotal conversations with high school faculty and administrators and based on assessment and analysis the English and math faculty revised high-unit basic skills coursework to a more rationalized first semester sequence. This revision offered an accelerated and less costly pathway for completion of these gateway courses. Data on this is currently being evaluated and will be available for site team members. **I.B.1.3 Coffee Hour; I.B.1.4 Pizza with Pres; I.B.1 5 President Forum**

In order to demonstrate evidence of continuous improvement of student learning and achievement, the College implemented the Lumina Foundation's Degree Qualifications Profile (DQP) - a faculty-driven initiative to review and strengthen general education curricula and develop coherent pathways for students. In fall 2013, four degrees were selected by faculty for the initial profile and analysis. In response to Lumina Foundation's Goal 2025, the initiative has engaged faculty members in the vital work of improving courses and shaping programs at the College. The work of faculty has enhanced connections between general education and major courses due to interdisciplinary efforts to link DQP proficiencies between degree patterns and gap analyses to determine the inclusiveness, sufficiency and distinctive strengths of each program. **I.B.1.6 DQP Outcome Map; I.B.1.7 DQP Course View**

The curriculum committee meets regularly. Newly proposed course outlines, updated course outlines, new and revised programs, and the reinstatement/inactivation of courses are vetted and approved. A Curriculum Action Report (CAR) is developed and added to the Board of Trustees on a monthly cycle so curriculum to be reviewed can be sent to the state Chancellors office for review and approval. CTE program approval is routed through the Central Mother Lode regional consortium. Distance Education classes have an addendum for faculty to designate which courses are determined fully online, hybrid or web enhanced. Success and retention gaps between face-to-face and distance education offerings are identified during the program review process**. I.B.1.8 CAR June 2016**

The District's centralized Connected Learning unit disaggregates data and meets with learning area faculty to discuss course and section improvements that may be incorporated into program review, scheduling, and course enhancement. In 2016, the department also conducted a series of workshops for all faculty to acculturate them to Canvas, the new learning management system. In addition to disaggregated data, college-wide data are provided to compare disciplines to trends and institution-set standards for course success, retention, and completion. Faculty members subsequently document strategies and interventions to address any identified achievement gaps or program needs. **I.B.1.9 Connected Learning**

CTE programs meet with industry advisory committees to discuss and assess vocational programs and perform program review every two years to ensure recently and relevancy in industry workforce demands. A 2015 CTE Employment Outcomes Survey, funded through Vocational and Technical Education Act (VTEA) Perkins 1C funds, conducted email, telephone, and US Mail surveys to address student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current careers. Nearly 250 students were surveyed and 38 responded (16% response rate). Data were presented at Learning area meetings, highlighted at a spring 2015 board of trustees meeting, were reviewed periodically at Chancellor's Cabinet meeting in 2016 and led to plans to include a second fielding of the survey project in spring 2017. **I.B.1.10 CTEOS 2015**

The District's Office of Institutional Effectiveness (OIE) unit monitors the number of program completers, student reports on transfer, gainful employment and pass rates on licensing exams. These reports are made available to the entire college community in the research reporting portal. In addition to periodic reports published by the unit, the OIE also completes reports to fulfill regulatory compliance requirements of the college, including compiling and reporting data for gainful reporting on an annual basis. [Fulfills Eligibility Requirements 9 and 11]:   **I.B.1.11 WHCC GE Website**

Student Outcomes

The student learning outcomes (SLO) process is a significant practice that encourages faculty to focus on the continuous improvement of student learning and achievement. The Program Review committee endorsed and implemented a significant change to the program review template. Faculty linked proposed improvements to SLO assessment, college core goals, and/or Student Success/Equity goals. Faculty quickly noticed programmatic gaps and this influenced the direction of their responsiveness of which data were made available in the Equity Plan. In 2015, similar connections were developed by other disciplines linking additional services and proposed improvements, including Disabled Students Programs and Services, Agriculture, Communications, and English. The implementation of eLumen in spring 2017 will help with the process of integrating outcomes to success measures. **I.B.1.12 SLO ISLO Webpage**

The outcomes committee is charged with providing direction and oversight of the outcomes assessment and evaluation process. The committee manages assessment cycles, assists both instructional and non-instructional areas with creating and implementing appropriate assessment measures, develops training and workgroup activities to support learning assessment and data analysis, and assists the program review and curriculum committees with learning assessment data for program improvement.

Currently, data on assessment and evaluation of instructional and non-instructional outcomes are tracked and housed in the *Sharepoint* portal. Faculty, administration, and staff use a *SharePoint* team site to share, update, and exchange information and related communications. Student learning outcomes for instructional and non-instructional programs are analyzed twice a year, at the end of each semester. All faculty meet to discuss and review their current outcomes. Additionally, these outcomes are included in program reviews which are presented to the CPC. Constituency groups provide feedback on changes and potential activities developed to improve student learning. This will become much easier after the full implementation of *eLumen*'s assessment and curriculum management system which will give faculty and staff real-time insights into student learning outcomes, curricular performance, and student success.

Student Equity & Success

The Student Success and Support Program (SSSP) is a process that enhances student access to the California Community college and promotes and sustains the efforts of credit students to be successful in their educational endeavors (CCCCO SSSP). The objective for this program is to ensure that all students successfully complete their goals with the support of student-direct activities. Student Equity planning was mandated as part of SB1456, the Student Success Act of 2012. **I.B.1.13 BOT Equity 2015**

WHCC identified disproportionate groups and developed goals to increase access and success rates. This plan was a college-wide collaboration that resulted in the Basic Skills and Student Equity (BASE) committee where faculty and students services meet frequently to identify interventions and strategies designed to help underrepresented groups identified in the data. The plan was approved by the District Board of Trustees in December 2015. The college employs a full-time Coordinator of Special Grant/Equity who oversees the interventions and activities of the plan. Data on the success of those interventions will not be available until late Fall 2016. Through review of student assessment data related to math and English placement, faculty and counselors were not convinced that its current placement exams accurately place students into appropriate basic skills level classes and therefore a greater emphasis on multiple measures protocols is utilized. A pilot accelerated co-requisite pathway launched in fall 2016. Placement protocols will be discussed in appropriate committees and brought to CPC for review to assist in refining further placement criteria to seek improvement in course success rate among economically disadvantaged student groups. The college will be implementing CCCAssess in spring of 2018.

I.B.1.14 CCCAssess Schedule

Institutional Effectiveness

The District's Office of Institutional Effectiveness (OIE) serves as the official source of statistical information to the college. All colleges were required to adopt a framework of indicators under the CCCCO's Institutional Effectiveness Partnership Initiative (IEPI) which includes student performance and outcomes, accreditation status, fiscal viability and programmatic compliance with state and Federal guidelines. Beginning in 2015, the college and district goals were submitted to ensure compliance with the Chancellor's office directives. **I.B.1.15 IE Website**

The college completed institutional effectiveness indicators on student performance and outcomes at an annual retreat with the Board of Trustees in January 2016. The framework outlines the Chancellor's office data elements. These indicators were vetted through dialogue within planning and governance such as the CPC, President's Executive Cabinet, Academic Senate, Budget Resource committee, Program Review committee, the Institutional Effectiveness and Accreditation Council, as well as other task forces, and workgroups. Further, regular dialogue on institutional effectiveness has been expanded through various initiatives. **I.B.1.16 IE Goals Framework**

Continuous Quality Improvement of Student Learning and Achievement

Continuous quality improvement is pursued through a variety of participatory governance activities, and meetings by college and district personnel. These include but are not limited to the following:

- Committee agenda items and discussions
- college and District leadership retreats (two annually)
- Academic department meetings
- Governance and planning meetings
- Curriculum and program review processes
- SLO assessment and analysis
- Strategic planning and educational master planning
- Program and course sequencing and instructional schedule development
- Professional development workshops and presentations
- President's forum
- Student equity plan development, student success and support program development

Program effectiveness and viability are topics at leadership retreats where representatives including faculty are directed to streamline degree programs and develop pathways for completion. These retreats are scheduled opportunities for district and college faculty and staff to discuss best practices, emerging initiatives, higher education challenges, and state and federal initiatives anchored by a commitment to continuous quality improvement. Recent topics include accelerated learning pilot project, competency-based education and prior learning assessment, emergence of data science and predictive analytics, Meta majors, alternative semester length scheduling, shortening time to completion tactics, and delivery methods and modalities. **I.B.1.17 Leadership Retreat; I.B.1.18 2015 Program Review; I.B.1.19 BRC Goals; I.B.1.20 Infrastructure; I.B.1.21 PRC Webpage; I.B.1.22 PEC Webpage; I.B.1.23 Curriculum Portal**

I.B.1 Analysis and Evaluation

Instances of how the College demonstrates a sustained, substantive, and collegial dialogue is evident in the primary and subcommittee meetings followed by review and approval on appropriate items in CPC. Departmental meetings have task logs and agendas that invite constituent feedback and prompt discussion on continuous quality improvement. Regular substantive meetings occur with some bi-monthly, monthly, or per semester. The governance structure prompts representation from all learning areas, classified staff, and includes student attendance. All Learning area designees sit on governance committees and have a standing agenda item for reporting their specific committee information to that group. **I.B.1.24 CPC Agenda Discussion**

The Budget Resource Committee (BRC) is accountable for reviewing budget priority recommendations from all program reviews with vetting and approval in CPC. The goal of equitable access and the commitment to help all

students achieve success is the vision statement and the driving force behind resource allocation. To demonstrate this alignment, all programmatic goals and budget requests must be linked to the student equity goals and to the mission. **I.B.1.25 BRC Membership**

Student Equity combined with SSSP developed the Basic Skills and Equity (BASE) committee which includes an integration of instruction and student services to provide intervention strategies and activities for identified disproportionate groups. Students participate in the components of SSSP as a matriculating student and the current SSSP and Equity Plan from 2015-16 identifies key strategies and interventions staff utilize to help students achieve their academic goals. The integration of instruction and student services illustrates the college is unified in providing a successful learning environment and appropriate and equitable support services for students and faculty in both areas.

Students who complete all of these components earn priority registration for enrollment: application, orientation, placement testing, counseling, and student follow-up. Through the program's reporting process, the college has engaged in discussions and presentations at all levels of the institution regarding data analysis and key findings related to student success, achievement, and persistence. The BASE committee met with the idea to commit resources and equity dollars to provide opportunities for identified disproportionate groups to obtain the educational goals. A dedicated Coordinator of Special Grants/Equity is devoted to the identified groups and continuing intervention activities that are outlined in the current plan. The BASE committee met in fall 2016 to review the data from the initial 2015-16 plan and determined to continue or modify current interventions. **I.B.1.26 BASE Planning 2015; I.B.1.27 BASE Agenda**

The faculty has begun to institutionalize the six core principles of the Habits of Mind (HOM) philosophy of student learning with a concept of taking FLIGHT (relating to the college falcon mascot). Beginning with a September 2016 rollout, the first week began with the concept of flexible thinking. Faculty had branded information with banners posted on campus, t-shirts and wristbands for the students as the faculty introduced the HOM concepts that continued through the rest of the year. The students are expected to respond to integrated activities and assignments using awareness, thought and intentional strategy with the goal of gaining a positive outcome in their classroom experiences. The letters of FLIGHT (HOM) relate to the following concepts:

      F = Flexibility Thinking

      L = Listening with Empathy

      I = Impulse Management

      G = Gathering Data through the Senses

      H = Humor in Learning

      T = Thinking about Thinking (Metacognition)

As students become more familiar with these principles, the intended outcome is that students will be better prepared for success in college and in life. This expected level of success will begin to positively impact transfer level courses and data will be available at the end of 2016-17. Two key WHC Coalinga faculty hosted the second annual regional event on Habits of Mind training for faculty, staff, administration, and peer educators in September 2016; the regional event was cohosted by 3CSN with good participation from faculty and staff. **I.B.1.28 Habits of Mind**

For instruction, discipline faculty discuss learning outcome assessment in departmental Learning area meetings. Further, the SLO coordinator schedules an SLO assessment day at the end of each semester to assist faculty in the reflection and subsequent changes to their course level outcomes. The institutionalization of the outcomes process is the prerogative of the Outcomes Committee and changes are presented to the CPC.

In order to improve institutional effectiveness in the budget allocation process, the college BRC can and will add another layer of review of budget priorities from the program reviews each semester. Each instructional area meets monthly as a learning area with each group including counseling faculty. These meetings would be a natural venue

to review and discuss budget recommendations and priorities, and offer feedback to the Budget Allocation Committee. This new process will be the focus of the Quality Focus Essay Action Plan #1/Integration of Resource Allocation.

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student learning support services (ER 11).

I.B.2 Evidence of Meeting the Standard

West Hills College Coalinga defines and assesses student learning outcomes for all instructional programs and student learning support services. WHCC has developed student learning outcomes for all courses and programs as well as institutional outcomes and is in the process of assessment according to the established Student Learning Outcomes Committee (SLOC) and the Outcomes Committee (OC). The SLOC is chaired by and comprised of faculty from each Learning Area, oversees and delegates responsibility for the implementation and evaluation of SLOs. Faculty area representatives meet on a regular basis with instructors from within learning to develop specific course level SLOs, evaluate their relevancy, analyze data, and propose modifications and solutions based on the assessment results. **I.B.2 1 SLO ISLO Page; I.B.2.2 AUO Tracking; I.B.2.3 SSO Tracking**

Prior to the last accreditation visit in 2010, the college developed a systematic approach to learning outcome development and assessment. Through the curriculum process, course level SLOs are required to be presented at the time of course creation. Review of learning outcomes is included on the SLO addendum found on the official Course Outline of Record (COR). Student learning and support programs develop and assess non-instructional learning outcomes as part of the regular program evaluation cycle and planning processes. Categorical student support programs go through year-end reporting with MIS data and budget expenditures to verify the college is meeting those program requirements. This is in addition to the 3-year program review. **I.B.2.4 SLO Syllabus NUT; I.B.2.5 SLO Syllabus Psych**

Course, program, and institutional learning outcomes are connected together through a college grant with the Lumina Foundation's Degree Qualifications Profile (DQP). Data on the assessment and evaluation of course level outcomes, instructional and student support program outcomes, and institutional outcomes are tracked and housed through the Outcomes Committee *SharePoint* page. Faculty, administration, and staff use the results obtained through comprehensive assessment as part of the integrated planning process. Once course, program and institutional outcome assessment data have been collected, recommendations are presented to the CPC where discussions for improvement occur. Constituency groups provide feedback on changes that might be incorporated to improve student learning. At the institution level, the Institutional Student Learning Outcome Review Committee (ISLORC) reviews aggregated data from course level outcomes and gives college-wide recommendations in the ISLORC report. **I.B.2.6 Program SLO DQP**

Student Service Outcomes (SSOs) focus on outcomes that support student learning. Student Service Outcomes were separated into those that deal directly with students and Administrative Unit Outcomes, those that deal indirectly with students to make a clear delineation of programs. In December 2016, the student services staff held a retreat to revisit the college mission statement and align all SSO's and the Administrative Unit Outcomes (AUOs) to reflect the new mission. **I.B.2.7 Agenda;**

Data on the assessment of learning outcomes at the course, program, and institutional level are tracked and housed in the Outcomes Committee's *SharePoint* site. All faculty, staff, and administrators have access to the site. Once course, program, and institutional outcomes assessment data have been collected, analyses are presented to the CPC where extensive dialogue occurs regarding the results and modifications to improve student success and learning. Constituency group representatives provide feedback on changes that may be incorporated into the plans to improve student learning. To assist in the identification of potential gaps, additional research may be used to provide further information.

The Outcomes Committee has successfully led college faculty, staff, and administrators through the process of SLO development, assessment, and evaluation of assessment results. Numerous pedagogical changes have been established based on SLO assessment results, including collaborative learning assessments, supplemental instruction and accelerated co-requisite pathways.

The Curriculum Committee established policies and institutional processes regarding the development of courses, program, certificates, and degrees. The Curriculum Committee is comprised of full-time faculty who represent each of the six Learning Areas, a faculty chair, and the Chief Instructional Officer. New course proposals and five-year reviews originate from the discipline faculty member and, with the assistance of their particular curriculum representative, follow a prescribed process in order to attain committee approval for their submissions. Because of the small nature of the WHCC faculty group, collaboration is active and constant between faculty members and their respective curriculum representatives in regard to completing forms correctly. Faculty retain primary responsibility for all curriculum activity. The close collaboration between faculty and curriculum representatives facilitates continual assessment and evaluation of the curriculum development and approval processes. During the QFE forums it was determined that to increase the effectiveness of the institution, the faculty have been charged with revisiting outcome and achievement data, review Board Policy on revising programs and courses and evaluate the quality and currency of instructional programs. This is an objective for the Quality Focus Essay Action Plan #2/Curriculum Program, Course/Curriculum Inventory. **I.B.2.8 Curriculum Portal; I.B.2.9 Curriculum Forms**

Instructional program reviews are reviewed on a four-year cycle, CTE Programs are reviewed on a two-year cycle, and the Non-Instructional program reviews are on a three-year cycle. Student and learning support services and resource management programs complete non-instructional program review. Program review is prepared by representatives within the program review. After completion, the program review is evaluated, approved and then forwarded to CPC for final approval. The Program Review committee is comprised of the Vice President of Educational Services, the Vice President of Student Services, two classified representatives, two students, and one faculty representative from each of the Learning Areas (Arts and Letters; Math/Science/Kinesiology; Social Science; Allied Health; CTE; Student Services Faculty). **I.B.2.10 PR Data Guide; I.B.2.11 NI Program Review**

As outlined in the Participatory Governance and Integrated Planning Manual:

> *"The program review committee will review all instructional and non-instructional program reviews in order to support a college-wide engagement in thoughtful and equitable decision-making for the appropriate use of its resources as it relates to our diverse student, college and community population."*

I.B.2 Analysis and Evaluation

All instructional and non-instructional programs have established and documented learning outcomes for existing courses, programs, and services. Learning outcome development is required for all new curriculum and is a mandatory component for curriculum and program review processes. Course learning outcomes are recorded on an addendum to the Course Outline of Record and are included on all syllabi. Program level outcomes for degrees and certificates are recorded in the SLO *SharePoint* site. Outcomes for non-instructional programs are in place for all learning and student support services and are assessed through regular program review processes. As mentioned earlier, the district purchased *eLumen*, an electronic system for SLO submission, review and tracking that will allow simple and systematic access to assessment results for planning and decision-making to assist in this continued reflection leading to faculty-driven revisions aimed at improving student success, achievement, and outcomes.

In spring 2017, *eLumen* will begin implementation and development of the hierarchy of learning areas, disciplines, and connected degrees/certificates will be complete. The SLO committee will move forward to recreate the workflows that are currently in *SharePoint* in the *eLumen* portal. Afterward, curriculum, student services, and administrative unit outcomes will recreate or develop their workflows in *eLumen* and the program review template will be uploaded to *eLumen*.

All course, program, and institutional outcomes are assessed on a cyclical schedule. Outcome development is required before the adoption of any course through the WHCC curriculum process and is an essential element in the program review process. Faculty play the principal role in establishing quality and improving instructional course and programs. All course syllabi are required to list course-level SLOs to ensure the students are clearly aware of those outcomes which they will be expected to meet by successful completion of the course. Finally, course level outcomes remain primarily faculty-driven, as are the decisions to modify, amend, edit, update, or delete courses and programs. Program review is originated by faculty and incorporates course and program level student learning outcomes as a measure of program effectiveness.

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information (ER 11).

I.B.3 Evidence of Meeting the Standard

The college evaluates performance against these standards and reports the findings. Further, the results are contained in the ACCJC annual report (March 31, 2016) and that report is provided to the Institutional Effectiveness and Accreditation Council and the CPC for review and dialogue. **I.B.3.1 WHCC ISS PPT**; **I.B.3.2 AS ISS Agenda**; **I.B.3.3 ISS by Program**

Successful course completion	67%
Retention	85%
Persistence Rate	45.5%
Increased Transfer	180
Degree Completion	264

I.B.3 Analysis and Evaluation

Institution-set standards are used to measure institutional effectiveness and academic quality grounded in the college's pursuit of continuous quality improvement. The results of these analyses are communicated with all campus constituency groups through the Institutional Effectiveness and Accreditation Council, the CPC and the Academic Senate. This information is posted for public review on the website and is reported to the Board of Trustees.

The college plans to review and assess the institution-set standards for student achievement when the Educational Master Plan is revised and approved by college governance groups and the Board of Trustees in spring 2017. This is a planning item in the Quality Focus Essay/Action Plan #/ Institution-set standards for achievement.

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

I.B.4 Evidence of Meeting the Standard

A recommendation was approved in spring 2015 by District Education Coordinating Council (DECC) to contract with *eLumen* an agency to streamline the assessment process by making data collection and aggregation easier. By tracking student learning, the College will move from a spreadsheet/*SharePoint* page to a more spontaneous system

of data gathering and sharing. The SLO Coordinator worked with administrators, the District Research Analyst, District Academic Services and Information Technology staff, and *eLumen* staff to align learning areas and disciplines. Training is scheduled for late fall 2016. **I.B.4.1 DECC Webpage; I.B.4.2 *eLumen* Webpage;**

Current, course, program and institutional outcome assessment data are collected and those summaries are presented to the CPC where extensive discussions regarding the results occur. Constituency groups provide feedback on changes that might be incorporated to improve student learning. For academic programs, course and program level data are updated and incorporated into the program review process. To assist in the identification of potential gaps, faculty discuss supplemental research requests that provide further information for improvement.

For student services, program outcomes and surveys focus on supporting student learning. Relevant issues are brought forward to the learning area and the CPC in order to ensure the College is meeting the needs of students both in and out of the classroom. Mandated by the Student Success Act of 2012, the college ran extensive student data regarding access, completion, retention and transfer for the equity plan and developed focused interventions for those students identified for disproportionality. These data were shared in all student services program meetings and at CPC. Student Services programs are mandated to produce tracking and expenditures on year-end reports for categorical programs. These reports are intended to ensure appropriate oversight to confirm program services are equitable and designed for student success. End of the semester planning retreats help with the efforts of discussion-making and recommendations for improvement. (December 2016 student services Retreat not available until site visit).

All program reviews include statistical data analysis of program trends, labor market data, faculty information and program SLO assessment data. Student learning and achievement data are used for planning, implementation and re-evaluation as shown in the program review data guide. The Program Review committee (PRC) reviews all those prepared by representation of the program faculty from the six learning areas: Arts and Letters; Math/Science/Kinesiology; Social Science; Allied Health; and Student Services faculty. **I.B.4.3 WHCC Eng; I.B.4.4 WHCC Math; I.B.4.5 WHCC ISP PR; I.B.4.6 WHCC Com; I.B.4.7 WHCC AOJ**

The college reviews data relative to their ISLOs in a committee setting. The committee was comprised of learning area representation and an administrative support member. The committee gave five college-wide recommendations including revamping the early alert system, contextualizing basic skills into the classroom, hiring a basic skills coordinator, a review of course sequencing and looking at ways to hire tutors that were more educationally qualified and not just peer tutors. **I.B.4.8 ISLORC Report**

The college disaggregates and analyzes learning outcomes and achievement for subpopulations of students as part of the West Hills College Coalinga Student Equity Plan. As stated in the Student Equity Plan, "the college and staff are committed to student equity in all educational programs and services" and also in the relentless pursuit of student success indicated in our vision statement. Whenever possible, data for West Hills College Coalinga are disaggregated into the following population groups: age, ethnicity, gender, students with disabilities, and students with economic disadvantage. **I.B.4.9 Equity Plan**

I.B.4 Analysis and Evaluation

The college uses data to evaluate the effectiveness of its policies and practices in supporting student learning and student achievement. The program review process has effectively provided programs and services with qualitative and quantitative data on student and program performance later incorporated into integrated planning and resource allocation processes. Program review, outcome assessment, and goals assessment are conducted on a regular basis to measure institutional effectiveness and to inform decision-making regarding planning, budget, and resource allocation. The processes include the governance councils outlined in the Participatory Governance and Integrated Planning Manual. **I.B.4.10 Governance Manual**

While WHCC has made progress in its outcomes assessment processes since its last comprehensive review, the college has confronted some challenges. Data reporting proved cumbersome with reports as long as 174 pages were created for assessment. Faculty needed assistance in understanding what the data were telling them. A faculty-driven task force was created; faculty, staff, and District personnel were tasked with vetting potential vendor solutions. College constituents are encouraged by the implementation of *eLumen* spring 2017 to enable the alignment of assessment, action plans, surveys, and other components of the software giving a clearer, institutional view of progress, activity and next steps. Faculty and those involved in the student learning outcomes process will move away from the current spreadsheet-based tracking system to a powerful real-time platform designed to aid faculty focus on student learning and outcomes.

Standard I.B.5

The institution assesses accomplishment of its mission of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.5 Evidence of Meeting the Standard

The mission is woven into all program reviews, forms, documents, flyers and is linked to draft institutional Educational Master Plan (EMP) goals and objectives. The college assesses accomplishment of its mission through program review that includes an evaluation of goals and objectives, student learning outcomes, and student achievement. Program review includes statistical data analysis of program trends, labor market data, faculty information, and program SLO assessment data for both instructional and non-instructional improvement. Both quantitative and qualitative data are gathered and provided for program review and are accessed in the official repository of documents, the Program Review committee portal. The data are disaggregated for analysis by program type and mode of delivery. **I.B.5.1 PR Committee Portal**; **I.B.5.2 PR Data Guide**

Institutional data are readily accessible and available for completion of program review through the WHCC committee portal. All program review templates require individual programs to explicitly link programmatic goals, objectives, and required resources to the institution's mission and core goals. Because the program review process is a collaborative and inclusive process, all faculty and staff affiliated with the program or service participate in the process. This dialogue continues throughout the campus community as all program reviews are reviewed by the Program Review committee, the CPC, and the Budget Resource committee. This effectively links program planning to budget allocation. **I.B.5.3 NIPR Template**; **I.B.5.4 IPR Template**

Student performance, equity analysis of demographic groups, and enrollment trends are part of the review. Student surveys are collected and processed during program review and the results are incorporated into the final report. Student services, academic support programs, and administrative units integrate data and survey results that are relevant and appropriate to their programs and the students they support into their comprehensive reviews. Recent survey results were useful; specifically, the Psychiatric Technician program and counselor satisfaction surveys yielded insights from students that were utilized to improve the programs and/or services. **I.B.5.5 Counselor Survey**; **I.B.5.6 PT Survey**

The committee collaborated and adopted new program review forms and guidelines for Instructional programs and Non-Instructional programs to ensure the review process supports academic quality and accomplishes the goals of the college mission. Distance Education (DE) courses are developed and evaluated utilizing the same policies and processes as traditional face-to-face courses with the exception of the completion of a Distance Education Addendum. The addendum includes information regarding instructor/student contact for the delivery of information, instructor/student contact that supports regular and substantive contact and online adaptation of assignments that support course objectives. **I.B.5.7 WHC DE Addendum**

Faculty are required to complete online teaching pedagogy and learning management system training before teaching a fully online course. Professional development opportunities are consistently offered to faculty, FLEX activities often focus on delivery modalities, and the district office of Connected Learning offers vast resources available to faculty and staff, including simulations, videos, tutorials, technology standards, video captioning examples, workshops, @One training, software installation documents, and 24/7 technical support for students and faculty. Online master courses were designed to meet the California Community college Online Education Initiative Rubric. **I.B.5.8 Connected Learning**

In summer 2016, the college transitioned to Canvas, the new learning management system. Online training materials are provided to faculty before implementation as well as training at faculty duty days. An on-campus, dedicated Distance Learning Resources Lab, called "The Nest" was established with training stations for the educational technology staff. These two staff members train faculty on the LMS utilization, online course design, pedagogy, and technology application. Collaborative tables were purchased for faculty collaboration during course creation and implementation. Regularly scheduled training sessions were led by the Associate Vice Chancellor of Connected Learning in collaboration with staff at both the Coalinga and North District Center location. **I.B.5.9 Canvas Training**

As part of the US Department of Education Title V Grant, WHCC has continuously updated DE/CE courses. At the center of this Title V project effort is the revision and development of 25 online/ hybrid/web-enhanced courses. As of September 30, 2014, the 6 courses completed were:

- ENG 100 -Introductory Reading and Writing - (New, web enhanced)
- Math 100 - Basic Skills Mathematics - (New, web enhanced)
- Math 61 - Elementary Algebra - (Revised, hybrid)
- Math 63 - Intermediate Algebra - (Revised, hybrid)
- BIO 10 - Fundamentals of Biology - (Revised, fully online)
- BIO 32 Human Anatomy - (Revised, hybrid)

Teaching and learning technology training is also coordinated by the District's Connected Learning office. The portal provides service request documents, classroom technology information, document and technology standards and links across four domains: mobile learning, open education, applications, and online learning. **I.B.5.10 Title V Grant**

I.B.5 Analysis and Evaluation

Comprehensive reviews are regularly generated at the program and institutional level to monitor institutional effectiveness related to the mission and goals. The institution assesses accomplishment of its mission of goals and objectives, student learning outcomes, and student achievement through the strategic planning process. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery, to ensure tracking student achievement at all levels of the institution.

SLOs are discussed and reviewed by faculty twice per year at a mandatory workshop. Program reviews are cyclical according to instructional, non-instructional or CTE and reviewed by departmental staff. Budget resources from program reviews, Academic Senate hiring priorities, Perkins IC, SSSP/Equity, professional development, equipment and supplies requests from learning areas, and service offices are examined annually to assist in development of the next fiscal budget. Each spring, the Budget Resource committee meets to prioritize requests and submit those to CPC. The Budget Resource committee program review cycle does not occur in a timely manner to make budget decisions for the following year. Discussion in the QFE forums has vetted improvements in the process which will start as soon as fall 2016. Student Success and Equity funding have been offered to remind faculty that there is additional professional development money available in those budgets for their needs and to submit requests to the Vice President of Student Services. These will be discussed and evaluated further in the Quality Focus Essay Action Plan #1/Integration of Resource Allocation.

Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

I.B.6 Evidence of Meeting the Standard

In compliance with the Student Success Act (SB1456), the college focused on data analysis, evaluation, and tactical implementation to address learning outcomes and achievement for subpopulations of students. The primary goal of equity is to eliminate the disproportionate gap for all underserved student group identified through the college Office of Institutional Effectiveness.

Success Measures	Underserved Student Groups
Access	Hispanic, Males and Individuals with Disabilities
Course Completion	African American, Foster Youth, Individuals with Disabilities
Basic Skills Math	Females, Individuals with Disabilities
Basic Skills English	African American, Individuals with Disabilities
ESL	Males*
Degree Certificate Completion	Males, African American, Individuals with Disabilities
Transfer	Females, Hispanic/Latino

*Low cohort size for this group is significant. Source: Office of Institutional Effectiveness, 2015

The college Basic Skills and Student Equity (BASE) committee began as a collaborative effort through the original Equity committee in spring 2014. The workgroup is composed of the VPES, VPSS, associate Deans in both departments, faculty who represent basic skills, classified staff, counselors, advisors, Academic Senate President, ASB President, student representatives and community members. This committee has the task of developing innovative campus strategies and initiatives with the goal of closing the achievement gap among disproportionate groups. All activity-specific goals reflect efforts to reach equity are mirrored in the college Strategic Plan and the District's EMP. The college disaggregates achievement data for subpopulations of students, including gender, age, race/ethnicity, disabled student status, foster youth, and veterans. **I.B.6.1 BASE Planning**

I.B.6 Analysis and Evaluation

The student equity efforts as well as accreditation standards require disaggregated data to identify gaps in disproportionate groups. Based on this data, the college developed and funded specific intervention programs to mitigate those gaps. For example, one of the most uncommon disproportionate groups that showed in the data was students who were "not economically disadvantaged." These are the students who don't qualify for any financial aid, grants, scholarships or institutional aid. Plans to incorporate strategies for this sub-population began with targeted outreach in the residence halls and math classes to find out which students did not receive any aid. Counselors then determined which of these students needed additional help in the purchase of supplemental software required for their math class. Equity funds purchased math codes and distributed those during the first week of the semester. Anecdotal data from faculty drew conclusions that while giving students the access codes, there was no significant bump in success in the class. Additional data will be available at the end of the fall 2016 semester.

Under the equity goals and activities and to meet accreditation standards, the college implemented the following key elements were identified in the equity plan:

- Secure and utilize resources for transportation (Access)

- Integrate the six core principles of the Falcon FLIGHT Plan/Habits of Mind as a campus wide effort (Course Completion)
- Increase Supplemental Instruction services/awareness (Course Completion)
- Math and English Curricular redesign (Basic Skills/ESL)
- Co-requisite Accelerated Learning Pathway (Basic Skills/ESL)
- REG365 (Degree/Certificate completion, shortening time to completion and transfer alignment)

Current, course, program and institutional outcome assessment data are collected and presented to the CPC where extensive discussions regarding the results occur. Constituency groups provide feedback to improve student learning. For academic programs, course and program level data are updated and incorporated into the program review process. To assist in the identification of potential gaps, faculty discuss supplemental research requests to provide further information and route those requests to the District's research analyst's office.

The BRC review recommendations from program reviews. These meetings are scheduled in conjunction with the programs being reviewed each semester. Budget recommendations are developed/prioritized and forwarded to the CPC. REG365 emphasized to students the importance of completion-oriented educational planning rather than a term-to-term view of enrollment. The district earned the Governor's Award for innovation in 2014-15 and this redesign was woven into all components of the equity plan which stated above, was developed with full college representation. **I.B.6.2 SS Team Report; I.B.6.3 Counseling PR;**

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.7 Evidence of Meeting the Standard

The Institutional Effectiveness and Accreditation Council (IEAC) is charged with evaluation of institutional processes, procedures, and practices. The Council uses results to assure the effectiveness of the institution's governance structure in supporting the academic quality and institutional effectiveness related to the mission. The IEAC, in collaboration with the research analyst and others, fields a survey each spring to collect qualitative and quantitative data from faculty, staff, students, and administrators involved in all aspects of the governance process to ensure continuous quality improvement.

With a change in leadership in the Office of Instruction, the governance structure was reviewed in 2012 to address recommendations from ACCJC. In the initial phase of review, informal discussions regarding budget allocation and program review surfaced in governance committees. In response to these discussions, governance structure review was put on the professional development day agenda in January 2013. The CPC approved these changes in November 2013. The revised structure was implemented in January 2014. Concurrently, the district initiated a function mapping initiative and a survey was fielded to all campus and District staff to assist in determining the extent of knowledge of responsible personnel for college and district functions. This complimented the college-specific survey effort and was instrumental in helping personnel understand responsibilities in a multi-college district with a mix of centralized and decentralized services. **I.B.7.1 CPC Agenda 2013**

Additionally, the district Research Analyst deployed a survey to members of every committee and council to determine the effectiveness, transparency, and communication of the committees and councils in general. The results were used as a springboard to work on improving communication amongst governance committees scoring on the lower end of the scale.

The following table represents a District administered survey over all institutional councils/committees from summer 2015. The question topics were divided into two parts, 14 questions on committee effectiveness, and 9 questions on communication and transparency. The chart represents an average of each group of questions:

Committee	Low	Low to Average	Average	Average to High	High
Academic Senate					✓
Budget Resources		✓			
College Planning Council		✓			
Curriculum Committee			✓		
Infrastructure			✓		
Institutional Effectiveness and Accreditation Council (IEAC)				✓	
Outcomes Committee *low response rate		✓			
President's Executive Cabinet		✓			
Program Review				✓	

*Office of Institutional Effectiveness. Source: Committee Communication and Effectiveness Survey, 2015

The college also reviews components of the program review process on a regular basis. One example of this practice are the recent changes to the program review templates for instruction, non-instruction, and administrative units.

I.B.7 Analysis and Evaluation

The Communication and Effectiveness Survey sent out in summer 2015 showed that the college had favorable results in effective, communication and transparency amongst the governance structures. The Institutional Effectiveness and Accreditation Council (IEAC) oversees the annual evaluation of the governance structure, committees, and councils (including its own membership) to ensure that participatory governance is effectively structured and encourages robust dialogue with diverse perspectives. Data collected from annual surveys are used to maintain and modify practices in support of continuous quality improvement. This is where the bridge to communication on institutional practices, including resource allocation and governance processes, can be strengthened to improve academic quality in the support of the college mission (addressed in the Quality Focus Essay). Areas of improvement were noted for BRC, Outcomes, CPC, and President's Executive Cabinet. WHCC has started to address these issues in Action Project #1/Institutional Effectiveness, Evaluation and Review. The Quality Focus Essay and will provide a more detailed list of activities to strengthen the communication and effectiveness efforts to all constituent groups and the existing governance structure.

The IEAC and the Academic Senate continue to be the primary campus bodies that assure institutional policies and practices are regularly reviewed and support academic quality. District committees and councils regularly review Board Policies and Administrative Procedures.

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.8 Evidence of Meeting the Standard

The District Enrollment Management and Institutional Effectiveness office collects and publishes data and information related to assessment and evaluation activities. It provides instructional departments and service programs with student data profiles and helps to design, administer, and analyze student surveys for program review and outcomes assessment. Program review narratives are posted on the portal. CTE programs share results of assessment and evaluation activities with their external advisory boards, with an emphasis on program improvement, industry recommendations, and Core Indicators data required by the Chancellor's Office associated with annual Perkins IC allocations. **I.B.8.1 Counselor Survey; I.B.8.2 Exit Survey**

The college communicates the results of institutional assessment and evaluation activities internally and externally. Documented assessment results are shared in President's Forums, community meetings, council and committee meetings, department meetings, newsletters, direct publications, and on college and district websites. Student Learning Outcomes (SLO) assessment results are published on the *SharePoint* portal and incorporated into the program review process, which is shared with governing councils, also available on the college website. The research analyst provides faculty, staff, and administers with accurate information for evaluation, planning improvement, and decision-making. **I.B.8.3 SLO ISLO Webpage**

The Accountability Scorecard (maintained by the Chancellor's office) and Accreditation reports are available on the College website. These are updated as new information becomes available annually. Student Right to Know (STRK) data is published in the catalog and on the website. College data elements are reported annual through the Integrated Postsecondary Education Data System (IPEDS) to the National Center for Education Statistics (NCES), in collaboration with the District's Enrollment Management and Institutional Effectiveness office. Each summer college and district staff share findings of the Accountability Scorecard with the Board of Trustees. This provides opportunities for members of the public to probe results, ask questions, and provide feedback to college faculty and staff. These reports are posted for viewing in the college and district website. **I.B.8.4 WHCCD Reporting**

Evaluation and assessment data are also communicated to appropriate constituencies through the CPC, Program Review committee, Budget Resource committee, Institutional Effectiveness and Accreditation Council, Infrastructure Committee, Academic Senate, West Hills College Faculty Association, the Classified Schools Employees Association, President's Executive Cabinet, President's Forums and other workgroups and taskforces. At the institutional level, reports are maintained on the college portal updated every 24 hours to ensure that timely information is available. **I.B.8.5 WHCCD Portal**

I.B.8 Analysis and Evaluation

The College provides documentation of assessment and evaluation activities results for communication to all constituencies and the communities the college serves. Communication within the college and district occurs primarily through the committees and councils of the governance structure with recurrent telephone and electronic communication exchanges. The cross communication and discussion of assessment and evaluation activities is enhanced by the college website, President's Forums, and publications. The college President regularly presents assessment results at local city council meetings in the college's service area, local unified school district board meetings, chambers of commerce and service clubs, and other community-based organizations. The College values clear communication and is committed to openly sharing information on the institution's strengths and weaknesses. All reports, presentations, agendas and minutes, are made available on the website to facilitate easy access to information to all interested parties.

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long range needs for educational programs and services and for human, physical, technology, and financial resources (ER 19).

I.B.9 Evidence of Meeting the Standard

Institutional planning occurs for both short and long range needs. Program reviews are directly aligned with the institution's mission, which is linked with the college's strategic plan. Data measuring student equity and learning outcomes assessment are incorporated into the program review process. Practices and processes are reviewed regularly and improvements are implemented to ensure institutional effectiveness and continuous quality improvement. Results of all evaluation and assessment activities are communicated through the governance structure and made available to the public through the college website and publications. Program review results are integrated into institutional planning and resource allocation processes.

The program review process is one primary mechanism used to inform the development of comprehensive college instructional, student service and community planning. Program reviews identify the resources required to accomplish programmatic goals and objectives, which lead to institutional goals and objectives.

Program reviews influence resource allocation prioritization in the following categories:

- Staffing
- Technology
- Fiscal resources and materials needed to maintain programmatic functionality and fidelity
- Fiscal resources and materials needed to meet goals and objectives
- Equipment
- Facilities
- Professional development
- Learning resources

Program reviews are forwarded to the BRC on an annual basis for review and inclusion in the resource priorities list. The list is maintained by the BRC on a portal site on the webpage. Resource allocation requests carry forward to subsequent academic years to begin budgeting planning cycles. Each year, BRC solicits resource requests from programs across the campus. The meeting for prioritization of requests is open to all faculty, staff, students, and administrators to maintain transparency and encourage diverse dialogue on budget priorities. **I.B.9.1 2016 Budget Rankings**; **I.B.9.2 BRC Priorities**

The college strategic plan links resource allocation with institutional priorities. Faculty, classified and administrative positions recommendations are based on program review data and discussed at both the Chancellor's and President's Executive Cabinet. This review is attentive to unfilled positions and those positions which address immediate need(s). **I.B.9.3 AS Faculty Ranking List**

I.B.9 Analysis and Evaluation

The college engages in a purposeful, continuous cycle of evaluation and planning. Resource allocations at the institutional level are linked from program reviews and planning activities are integrated to ensure the college meets its mission and improves institutional effectiveness and academic quality. Annual budget planning lists are communicated by the BRC to all constituency groups to increase access to resource needs, which include staffing, professional development, instructional materials, equipment, among other needs are used to inform planning. Formal institutional plans, like the Strategic Plan, the Facilities Master Plan, and the EMP rely heavily on program reviews as sources of evidence of need.

The college recognizes that it can make better use of existing practices of systematic evaluation and planning by the activities outlined in QFE Action Project #1. This will allow participants on shared governance committees to more uniformly articulate and increase the information sharing that should occur at all levels. The Institutional Effectiveness and Accreditation Committee (IEAC) have a goal to be a key force in guiding these practices in a more consistent manner. See Quality Focus Essay Action Project #1/Integration of Planning, Assessment, Evaluation and Improvement.

Evidence: Standard I.B Quality and Institutional Effectiveness

The above link contains Standard IB Evidence:

I.B.1.1 Governance Webpage
I.B.1.2 CPC Webpage
I.B.1.3 Coffee Hour
I.B.1.4 Pizza with President
I.B.1.5 President Forum
I.B.1.6 DQP Outcome Map
I.B.1.7 DQP Course View
I.B.1.8 CAR June 2016
I.B.1.9 Connected Learning
I.B.1.10 CTEOS 2015
I.B.1.11 WHCC GE Website
I.B.1.12 SLO ISLO Webpage
I.B.1.13 BOT Equity 2015
I.B.1.14 CCCAssess Schedule
I.B.1.15 IE Website
I.B.1.16 IE Goals Framework
I.B.1.17 Leadership Retreat
I.B.1.18 2015 PR Priorities
I.B.1.19 BRC Goals Mission
I.B.1.20 Infrastructure Webpage
I.B.1.21 PR Webpage
I.B.1.22 PEC Webpage
I.B.1.23 Curriculum Portal
I.B.1.24 CPC Agenda Discussion
I.B.1.25 BRC Membership
I.B.1.26 BASE Planning 2015
I.B.1.27 BASE Agenda 111916
I.B.1.28 Habits of Mind
I.B.2.1 SLO ISLO Webpage
I.B.2.2 AUO Tracking
I.B.2.3 SSO Tracking
I.B.2.4 SLO Syllabus NUT
I.B.2.5 SLO Syllabus PSYCH
I.B.2.6 Program SLO DQP
I.V.2.7 SS SSO Retreat Agenda
I.B.2.8 Curriculum Portal
I.B.2.9 Curriculum Forms

I.B.2.10 PR Data Guide
I.B.2.11 NI Program Review
I.B.3.1 WHCC ISS PPT
I.B.3.2 AS ISS Agenda
I.B.3.3 ISS by Program
I.B.4.1 DECC Webpage
I.B.4.2 eLumen Webpage
I.B.4.3 ENG Program Review
I.B.4.4 MATH Program Review
I.B.4.5 ISP Program Review
I.B.4.6 Com
I.B.4.7 AOJ Program Review
I.B.4.8 ISLORC Report
I.B.4.9 Equity Plan
I.B.4.10 Governance Manual
I.B.5.1 PR Committee Portal
I.B.5.2 PR Data Guide
I.B.5.3 NIPR Template
I.B.5.4 IPR Template
I.B.5.5 Counselor Survey
I.B.5.6 PT Surveys
I.B.5.7 WHC DE Addendum
I.B.5.8 Connected Learning
I.B.5.9 Canvas Training
I.B.5.10 Title V Grant
I.B.6.1 BASE Planning
I.B.6.2 SSS Team Report
I.B.6.3 Counseling PR
I.B.7.1 CPC Agenda
I.B.8.1 Counseling Survey
I.B.8.2 Exit Survey
I.B.8.3 SLO ISLO Webpage
I.B.8.4 WHCCD Reporting
I.B.8.5 WHCCD Portal
I.B.9.1 2016 Budget
I.B.9.2 BRC Budget Priorities
I.B.9.3 AS Faculty Rankings

Standard I.C: Institutional Integrity

Standard I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors (ER 20).

I.C.1 Evidence of Meeting the Standard

West Hills College Coalinga uses a diverse variety of methods, strategies, and tactics to inform prospective and current students, personnel, the public, and other organizations of its mission, vision, educational programs, learning outcomes, and student support services. These include the catalog, WHCC website, email, information posted on campus, signage, publications, and person-to-person interaction by faculty and staff. Electronic reports and newsletters are widely distributed to college constituency groups and shared at the Board of Trustees meetings monthly. Consistent with the realities of a rural setting, the college activates a considerable informal network of communication, using word-of-mouth, off-campus community events, social activities, and community-based organizational events. As the economic, cultural, social, and educational anchor of Coalinga, the college prides itself on its grassroots advocacy and public education efforts and enjoys a high degree of community support, partnerships, volunteerism, and service. **I.C.1.1 Marketing website; I.C.1.2 WH Magazine; I.C.1.3 News Release**

Information on college offerings and services is produced for external and internal communication, including press releases, formal reports to the accrediting commission, and annual reports, including the Student Success Scorecard, which is readily accessible on the main webpage. The Scorecard was developed in 2012 and is the current accountability framework for the California Community Colleges (CCC). Its purpose is to provide stakeholders with clear and concise information on student achievement encompassing student progress and success. **I.C.1.4 Student Success Scorecard**

Regulations pertaining to community and public relations, printed materials, and publications are defined in board policies and administrative procedures. The district Director of Marketing is responsible for the branding, style guide management, and release of information on programs and events at the college. All publications including the award-winning (Community college Public Relations Organization) West Hills magazine, news releases, newsletters, programs of events, fliers, brochures, posters, and forms must be approved by the District Marketing office and the appropriate administrator before being distributed assuring the integrity of District publications and ensuring compliance with the Fair Political Practices Commission's interpretation of Proposition 73. **I.C.1.5 BP904; I.C.1.6 BP905**

Instructional program and course/class schedules are regularly updated to the WHCC website, distributed to the college's Facebook account, texted to students, and are available in PDF form to all internal units and personnel. Revisions and additions, which follow appropriate approval channels are subsequently posted on the website where real-time information is available. The instructional academic calendar, the final exam semester schedule, the student handbook, the dining hall menu, international student program information, student services and programs, intercollegiate athletic team schedules, and information on other current programs are maintained on the website. Selected staff have access to update program and information on the web assuring timeliness and accuracy of information and work collaboratively with the district web administrator. **I.B.1.7 WHCC Portal**

Student learning outcomes (SLOs) are listed on all course syllabi and each official Course Outline of Record has an SLO addendum attached. Student support services are also included in the catalog and on the website. The college's accreditation status is stated on the website and in the catalog. The accreditation status of each program awarded separate accreditation is indicated on the programs' website and in the program of study pages in the catalog. **I.C.1.8 Syllabus Psych; I.C.1.9 Accred Status**

I.C.1 Analysis and Evaluation

The college presents itself with clarity and accuracy to the community and to prospective students. WHCC maintains its integrity through its catalogs, publications, and statements, including those published in electronic format. Additional methods comply with federal disability requirements. The clarity and organization of the website ease the navigation and acquisition of information. Staff ensure that information is regularly reviewed and updated, guaranteeing accuracy and accessibility. Student achievement is provided to the public on the home page with a link to the Accountability Scorecard and numerous links provide access to regional and state information sources, including Salary Surfer, Academic Tracker and 504 compliance.

Publications, direct mailings and newspaper advertisements, are regularly presented to the community, many of them highlighting student achievement. The West Hills magazine is mailed to community residents on a quarterly basis and serves to inform our district constituents the many special events and programs provided by the college. These include partnerships with over a hundred external agencies, featured guests, and student stories on achievement, programs that offer career opportunities, alumni of the year, major construction projects, outstanding faculty/employees, and special programs and awards. The President's office posts the President's Monthly Message on the web site to inform the college and surrounding community of coming events and past activities. **I.C.1.10 Pres Monthly**

The District portal is utilized to offer employees and students district-wide and specific campus news for each of the campuses as well as access to committee activities including agenda, minutes, and reports. Currently, the College maintains a social media presence utilizing Facebook, Twitter, LinkedIn and Snap Chat to communicate District plans, events, and reports. **I.C.1.11 Social Media Page**

Standard I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (ER 20).

I.C.2 Evidence of Meeting the Standard

West Hills College Coalinga delivers a comprehensive catalog annually. The catalog is published by the office of educational services in collaboration with the curriculum committee and the district's office of Enrollment Management and Institutional Effectiveness. It is available in PDF form on the web for ease of print if needed and electronic format, which can be downloaded from the college website. When errors, revisions, approvals and/or changes occur, a catalog addendum is posted and distributed to ensure timeliness of information to college constituents. **I.C2.1 College Catalog**

The catalog is published in PDF format is now being revised and available every year to ensure accuracy, clarity, and currency of general information. Printed copies are available at the college library and in student services on request. College instructional staff, faculty, and student services staff updates the catalog annually to safeguard that the college meets all procedures in the publication. The catalog encompasses detailed and mandated information regarding educational mission, programs, degree offerings, courses, learning resources, academic calendar, academic freedom, financial aid, names and degrees of administrators and faculty, and the names of members of district administration and district board members.

I.C.2 Analysis and Evaluation

The catalog meets the requirements as listed in Eligibility Requirement 20 and serves as the primary source of information about the institution's programs and services. The language in the catalog is precise and accurate. The catalog is reviewed annually by a team of college staff and faculty in collaboration with relevant district office staff.

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public (ER 19).

I.C.3 Evidence of Meeting the Standard

The district Enrollment Management and Institutional Effectiveness office is committed to providing accurate, actionable, and timely measures of institutional progress to help guide decisions toward continuous improvements of academic programs, policy, systems, and services. A wide variety of reports (100+) are maintained in the portal and updated every 24 hours to ensure that timely information is available for decision making. The automated reports enable filtering of specific data to the course level and include broader reports detailing enrollment, faculty load, instructional cost, missing grades, and section counts. Annual college and district attendance and demographic data are available on the web and are updated as the new information is generated annually. Each annual report includes enrollment trends, ethnic trends, age trends, gender trends, FTES, unit load, and student success and retention statistics. Specialized report requests can be made to the office of institutional research through their web-enabled request for research request form. **I.C.3.1 WHCCD Reporting**

The college gathers documented assessment of student learning and student achievement data and communicates those results as measurements of academic quality across a variety of methods. Documented assessment results are shared in open forums, community meetings, council and committee meetings, department meetings, newsletters, district publications, and via the website. Student learning outcome assessment results are available on the portal and incorporated into program review documents widely shared with governance councils and available on the college website. The Quality Focus Essay forums and faculty staff development activities brought to light the need for using data to review and align low enrolled courses and programs with the new college mission. This is further detailed in the QFE Action Plan #2/Outcomes Improvement and Mapping.   **I.C.3.2 CPC Agenda**

The District Research Analyst tracks program completer counts, student reports on transfer, gainful employment, and pass rates on licensure exams. These data are shared through a reporting site. In addition to these reports, the district office assists the college with measuring annual assessment of progress related to the achievement of goals and key performance indicators as assigned in the institution's strategic plan. Further, program review data are continually uploaded via program review reports on the portal site, which is accessible to all faculty and staff. External data submitted to the ACCJC and to the Integrated Postsecondary Education Data System (IPEDS) are posted on the website, along with institutional effectiveness reports, such as program reviews, the Student Success Scorecard, the strategic plan, and the draft EMP.

The following institutional documents are utilized to communicate matters of quality to the appropriate constituencies throughout the college and the community:

- Program review
- District and college Strategic Plans
- College Goal Performance Indicators
- Student Success Score Card
- Community college Survey on Student Engagement
- President's reports at board of trustees meetings
- Educational Master Plan Draft
- Technology Plan
- Student Success and Support Program Plan
- Distance Education Strategic Plan
- College Annual Report to the Community
- President's Monthly Message

Assessment results are communicated to appropriate constituencies through the following: College Planning Council (CPC), Budget Resource committee (BRC), Infrastructure committee (IC), Program Review committee (PRC), Institutional Effectiveness & Accreditation Council (IEAC), President's Executive Cabinet (PEC, Curriculum Committee (CC), District Education Coordinating Council (DECC), Academic Senate, CSEA, WHCCD Board of Trustees, District Technology Council (DTC), program reviews, flex and duty day activities, accreditation self-study report, end-of-year report, press releases, and college correspondence.

I.C.3 Analysis and Evaluation

Documentation of assessment results for communication to all constituencies and the community is well-supported by the district Office of Instructional Effectiveness. Communication within the college and district occurs primarily in the council, program review, curriculum and related sub-committees. Documentation is heightened by the website, open forums, and the President's Monthly Message. The newsletter also communicates to the local community and service area that WHCC serves.

The college values communication highly and is committed to openly sharing information on quality assurance to all stakeholders. All reports, presentations, agendas, and minutes are made available on the website to facilitate access to information to all interested parties. The college is committed to communicating matters of quality assurance to appropriate constituencies through documented assessment results. The college collects and disseminates on data on student learning and achievement for internal and external review. These reports are made available through the website and portal page. Program reviews, which include data on student learning outcomes, are posted on the *SharePoint site*.

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

I.C.4 Evidence of Meeting the Standard

The college describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes in the catalog. The catalog is available online in a downloadable PDF file. Additionally, individual programs create printed flyers, brochures, and other marketing materials to communicate information to prospective and current students. This information is also available on their respective department webpages.
I.C.4.1 College Catalog

I.C.4 Analysis and Evaluation

The college catalog is available online with information provided to students to all college community members, students, and to the public. The catalog is the primary method by which the institution describes it certificates and degrees. All programs have descriptive summaries on purpose, content, course requirements, and program learning outcomes. The catalog is available online.

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications, to assure integrity in all representations of its mission, programs, and services.

I.C.5 Evidence of Meeting the Standard

As of 2016-17, the college catalog will be revised and available electronically and in PDF form for printing every year. The committee assigned for revisions will continue to routinely review curriculum, policies and procedures to ensure that information to staff, current and prospective students and the public is up-to-date.

The participatory governance councils and committees review institutional policies, procedures, and publications to assure integrity in all representations of the institution's mission, programs, and services. In certain cases, an ad hoc task force may be created in response to a specific purpose, such as changes in state legislation or other external factors. As stated in the college participatory governance manual (PGIPM), the College Planning Council leads the annual review of the mission statement and strategic plan. The manual also lists the college's integrated planning cycle to ensure that all planning documents and resources are reviewed on a regular basis.

The Academic Senate is responsible for review of planning and procedures specifically related to academic and professional matters, such as curriculum among other areas, according to the Standards of accreditation and as codified in Title V, Section 53200 of the California Code of Regulations. The College Planning Council delegates review of specific plans and procedures to committees and councils as appropriate. **I.C.5.1 Governance Manual**

I.C.5 Analysis and Evaluation

All college policies and procedures are reviewed on a regular basis. The integrated planning cycle, as stated in the college's participatory governance manual (PGIPM) describes when the reviews from committees and councils are enacted. The College Planning Council initiates the review of all policies and procedures. The District Leadership Council initiates review of all district policies and procedures. As a member of that council, the college President brings these items to the College Planning Council, where campus constituency groups have the opportunity to review and provide feedback. That information is then voted on by the College Planning Council, which is then forwarded back to the District Chancellor. The District Chancellor forwards this information to the Board of Trustees.

Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

I.C.6 Evidence of Meeting the Standard

WHCC accurately informs current and prospective students of the total cost of attendance, including tuition, fees, textbooks, instructional materials and other required expenses. Information is provided through online and printed resources. Students see the cost of their textbooks on the bookstore website, which offers drop down menus for specific course sections and required texts. Also accessible in print and electronic sources are a residency questionnaire, housing details, financial aid guidelines, and other information to assist prospective and current students. The district webmaster created a mobile application to assist students access key cost of attendance information using their mobile device. **I.C.6.1 Cost Attendance; I.C.6.2 Net Price**

Complete information on tuition and fees is available in the student services office, the financial aid office, and in the catalog. Other itemized fees include resident, non-resident, and international student tuition, associated student organization fee, transcript fee, class audit fee, resident hall fee, and food services meal plan fee. The repayment policy (refund policy) is also stated in the catalog and webpage. Instructional materials fees are in the schedule of classes for every applicable course. Additional information is made available on the website and in the campus library and financial aid offices for fees unique to specialized CTE programs (e.g., Psychiatric Technician) consistent with applicable statutes in Title V of the California Education Code**. I.C.6.4 SS Webpage; I.C.6.5 FA Webpage**

I.C.6 Analysis and Evaluation

WHCC accurately informs current and prospective students of the tuition and fees and provides tools for estimating the total cost of education. The information is available in the catalog and the Financial Aid webpage. Students can access a Net Price Calculator tool to get a total cost of attendance.

Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students (ER 13).

I.C.7 Evidence of Meeting the Standard

In order to assure institutional and academic integrity, the college uses Board Policy and Administrative Procedure 4030 (Academic Freedom) to recognize the essential function of collegial, academic discourse. The established policy states, "The West Hills Community College District is committed to the principles of academic freedom as core values that underlie teaching, scholarship, creative activity, and service to the public, our community, and the larger scholarly community." AP 4030 (Academic Freedom) provides specific guidance to faculty, students, administrators, and staff on their roles in contributing to and protecting academic freedom. **I.C.7.1 BP 4030**

I.C.7 Analysis and Evaluation

College expectations regarding academic freedom and responsibility are detailed in board policy made available on the District website. Furthermore, the commitment to academic freedom is written clearly in the catalog. 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.

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

I.C.8 Evidence of Meeting the Standard

The college and district are governed by policies as established by a locally-elected governing Board of Trustees. A series of policies and procedures are current surrounding honesty, responsibility, and academic integrity for all constituency groups and include specifics relative to each, including behavior, academic honesty, and the consequences for dishonesty. Board Policy and Administrative Procedure 2715 delineate the Code of Ethics and Standards of Practice, including consequences for unethical behavior, for all Board of Trustee members. Faculty and staff required to adhere to Board Policy and Administrative Procedure 3050, Institutional Code of Ethics, which determines consequences for non-compliance. Board Policy 5500 (Standards of Student Conduct), and Board Policy and Administrative Procedure 5505 (Academic Honesty) establish standards of conduct for student behavior and academic honesty. Specific violations and consequences are also outlined in these approved policies and procedures.

I.C.8.1. BP2715; **I.C.8.2 AP2715**; **I.C.8.3 BP3050**; **I.C.8.4 AP3050**; **I.C.8.5 BP5505**; **I.C.8.6 AP5505**; **I.C.8.7 BP5500**

I.C.8 Analysis and Evaluation

WHCCD has established Board Policies and Administrative Procedures that clearly communicate the expectation that all students, faculty, staff, and Board members are expected to maintain the highest ethical standards in accordance with all applicable laws, regulations, and professional and academic standards. Faculty, staff, and Board members are expected to validate the core values of the college and district, including honesty, integrity,

responsibility, and respect for others. Students are expected to demonstrate their commitment to their intellectual inquiry by maintaining academic conduct in an open and honest environment. Consequences for unethical or dishonest behavior are clearly delineated in each Administrative Procedure. All Board Policies and Administrative procedures are posted on the WHCCD website. Further, faculty are directed to include statements on academic honesty and classroom behavior in their course syllabi.

Standard I.C.9

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

I.C.9 Evidence of Meeting the Standard

All faculty are expected to provide a learning environment where students are free to pursue their intellectual inquiry. Faculty are expected to encourage students to ask critical questions and inspire the free exchange of ideas and opinions. Faculty expectations regarding distinguishing between personal conviction and professional accepted views are described in Board Policy and Administrative Procedure 7217 (Faculty Responsibilities). The policy and procedure requires that faculty pursue subject matter in a manner consistent with standards of scholarly objectivity as defined by academic tradition and practice. **I.C.9.1 BP 7217**; **I.C.9.2 AP 7217**

Additionally, components of the faculty evaluation process include review of the instructor's ability to teach content and material consistent with the college's official Course Outline of Record (COR) and consistent with generally agreed-on standards established by the academic discipline. Student, supervisor, and peer evaluations of the instructor are included in the faculty evaluation process. This enables students, specifically, to provide feedback about their perceptions of the instructor's objectivity and whether the instructor adheres to course content that is relevant and current to the class outcomes and program learning outcomes. **I.C.9.3 Course Outline COR**

I.C.9 Analysis and Evaluation

WHCCD Board Policy and Administrative Procedure 7217 (Faculty Responsibilities) require college instructors to teach subject matter using methods consistent with standards of scholarly objectivity. Further, the faculty evaluation process includes the assessment of the instructor's ability to teach content that is congruent with the COR. Instructors are also evaluated on their ability to use teaching methods that support the academic discipline. Student evaluations of the instructor provide perceptions of the instructor's ability to be objective.

Standard I.C.10

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

I.C.10 Evidence of Meeting the Standard

As a public, California Community college, West Hills does not require any specific beliefs or conduct based on any belief system. This sub-standard is not applicable to West Hills College Coalinga.

I.C.10 Analysis and Evaluation

Does not apply.

Standard I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

I.C.11 Evidence of Meeting the Standard

West Hills College Coalinga does not operate in foreign locations. This sub-standard is not applicable to the college.

I.C.11 Analysis and Evaluation

Does not apply.

Standard I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet the requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities (ER 21).

I.C.12 Evidence of Meeting the Standard

The college has the required board policy and complies with the Commission's Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Previous institutional self-evaluations, external evaluations, midterm reports, follow-up reports, and annual reports have been submitted within the Commission's required time frame. In 2014, the college reported the required information on newly developed Associate Degrees for Transfer (AD-Ts) as required by state legislation. The College accurately discloses its accredited status and other related information to the public on the accreditation website which is accessible from the website and listed in the catalog. **I.C.12.1 BP 3200**; **I.C.12.2 AP 3200**

I.C.12 Analysis and Evaluation

The institution maintains a positive relationship with the ACCJC demonstrated by clear and timely submission of all requested reports and communications. The college complies with all commission policies, eligibility requirements, standards, guidelines, and requirements for public disclosure. WHCC communicates its accreditation status to the public on its website and in the catalog. All annual reports, midterm reports, and other requested communications have been submitted to the ACCJC in a timely manner.

Standard I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and to the public (ER 21).

I.C.13 Evidence of Meeting the Standard

The commitment of the Board of Trustees to advocate and demonstrate honesty and integrity in its relationships with internal agencies that is delineated in Board Policy 2715 extends to the college, which is committed to demonstrating ethical relationships with community-based organizations, public and private sector agencies, governmental and regulatory agencies and other external agencies. In addition, the college agrees to continue to comply with accrediting commission's standards, policies and guidelines as it has in the past.

The college maintains relations with various outside accrediting agencies including the Board of Vocational Nurses and Psychiatric Technicians, National Center for Construction Education, National Student Clearinghouse, Central Valley Higher Education Consortium, Police Officers Standards and Training, Board of Corrections, United States Department of Agriculture, National Science Foundation, National Association of Early Childhood Education

Programs, California Student Aid Commission, Department of Veterans Affairs, American Welding Society, Community colleges Athletics Associate, and other colleges through articulation and Transfer Admission Guarantee agreements.

Programmatic accreditation is published in the catalog and on department websites. The college interacts with many community-based organizations through CalWORKs, Workforce Investment Board, Continuing Education, and Service Learning programs.

I.C.13 Analysis and Evaluation

The College uses appropriate methods to describe itself to external agencies, including the catalog, the website, and reporting mechanisms as required by those agencies. Information regarding compliance is consistently and clearly communicated. Relationships with other colleges, high school and college districts, neighborhood associations, the media, businesses and governmental agencies are maintained by fair, ethical, and honest communications.

Standard I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

I.C.14 Evidence of Meeting the Standard

Student achievement and student learning are central to the mission of West Hills College Coalinga. The college's mission statement affirms this in Standard I.A of this self-study and how the mission directs institutional priorities in meeting the educational needs of students.

Numerous programs and processes, discussed in detail in other sections of this report, contribute to aligning the institution's priorities and commitment to promoting high-quality education, student achievement, and student learning. At every regular meeting of the Board of Trustees, the college President provides an update specific to college activities. Constituencies involved include students, faculty, staff, and administrators all participate in the development of the strategic plan. The program review process for instructional and non-instructional programs is aligned with the mission and goals. Budgetary considerations must likewise be aligned with the college strategic goals. **I.C.14.1 BRC Mission**; **I.C.14.2 SP Takeaway**; **I.C.14.3 SP Summary**

College commitments to high quality education, student achievement and student learning are also supported by the West Hills College Foundation. The Foundation offers comprehensive fund-raising for scholarships, programs, instructional equipment, employee development and campus improvement, with the mission of advancing the quality of the college's academic endeavors. The foundation pioneered a unique President's Scholars program. Eligible students that qualify as a President's scholars receive tuition fees up to 60 units during the fall and spring semester, book expenses paid up to $250 each semester and specialized educational planning. This commitment exemplifies that the college means what it says with regards to the goals of the mission statement.

I.C.14.4 WHCCD Foundation Site

The college is a public, California Community college. The institution's mission and vision statements reflect its commitment to a quality education and to the relentless pursuit of student success. The statements are specific toward student achievement and student learning. This commitment is realized through the achievement of goals and key performance indicators as stated in the strategic plan and draft Educational Master Plan.

I.C.14 Analysis and Evaluation

WHCC is a publicly funded, open-access community college that functions for the benefit of all students. It does not generate financial returns for investors or contribute to any related or parent organization. The processes by which the college ensures its commitments to high quality education, student achievement, and student learning are described in detail throughout this comprehensive self-evaluation. The schedule and curriculum, including appropriate course offering sequences, are based on student need and demand, and directly support student learning. Student achievement and student learning are also the primary basis for making faculty hiring decisions and for allocation of resources. A key mechanism that ensures student learning and student achievement are paramount is through the linkage of outcomes assessment, program reviews and budget considerations to the mission.

Evidence: Standard I.C – Institutional Integrity

The above link contains Standard IC Evidence

I.C.1.1 Marketing Webpage
I.C.1.2 WH Magazine
I.C.1.3 WHC News Release
I.C.1.4 SS Scorecard
I.C.1.5 District Publications
I.C.1.6 BP905 News Release
I.C.1.7 WHCCD Portal Site
I.C.1.8 Syllabus Psych
I.C.1.9 WHCC Accred Status
I.C.1.10 Pres Monthly
I.C.1.11 Social Media Page
I.C.2.1 College Catalog
I.C.3.1 WHCC Reporting
I.C.3.2 CPC Agenda
I.C.4.1 College Catalog
I.C.5.1 Governance Manual
I.C.6.1 Cost Attendance
I.C.6.2 Net Price

I.C.6.3 Tuition Fees
I.C.6.4 SS Webpage
I.C.6.5 FA Webpage
I.C.7.1 BP4030 Ac Freedom
I.C.8.1 BP2715 Code of Ethics
I.C.8.2 AP2715 Code of Ethics
I.C.8.3 BP3050 Inst Code
I.C.8.4 AP3050 Inst Code
I.C.8.5 BP5505 Ac Honesty
I.C.8.6 AP5505 Ac Honesty
I.C.8.7 BP5500 Student Conduct
I.C.9.1 BP7217 Faculty Resp
I.C.9.2 AP7217 Faculty Resp
I.C.9.3 Course Outline COR
I.C.12.1 BP3200 Accreditation
I.C.12.2 AP3200 Accreditation
I.C.14.1 BRC Mission
I.C.14.2 SP Takeaway
I.C.14.3 SP Summary
I.C.14.4 WHCCD Foundation Site

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

II.A.1 Evidence of Meeting the Standard

West Hills College Coalinga followed the mandates of the Student Success Act SB1446 and prioritized the need to develop transfer level degrees that would allow students ease of transition to achievement of a higher level of education. The college has a curriculum review process and course level SLOs for all classes, regardless of their delivery, and assesses and evaluates the data to direct changes in the delivery of instruction to improve student success. Students meet with a counselor early in their first semester and complete an individual education plan, declare a major and develop clear and timely objectives for transfer, completion or otherwise address their goals. REG365 allows students to register for classes for an entire year of classes and helps ensure timely completion of transfer courses.

West Hills College Coalinga offers:

- 9 Associate Degrees for Transfer
- 17 Associate of Arts Degrees
- 11 Associate of Science Degrees
- 11 Certificates of Achievement
- 3 Local Certificates of Completion

Contract training offers fee-based, not-for-credit courses in vocational programs. Contract training is offered on the West Hills College Coalinga (WHCC) campus, at the Westside Institute of Technology (WIT) on the Mendota High School campus and at the North District Center (NDC) in Firebaugh. Dual enrollment programs are offered in partnership with WHCC and area high schools.

All new programs are reviewed by the Curriculum Committee and evaluated for vision and mission alignment, student demand and need, area industry and business needs, UC/CSU transferability and academic rigor appropriate at the collegiate level, following the guidelines detailed in the State Chancellor's Office Program and Course Approval Handbook, and WHCCD Review Guidelines. All programs have identified program learning outcomes that are noted in the college catalog. All Career Technical Education (CTE) programs include labor market data, advisory committee support and regional approval. West Hills College Coalinga's Curriculum Committee reviews

all course outlines to ensure they meet the college mission and through the five-year curriculum review process. Instructional programs culminate in the attainment of degrees, certificates, employment or transfer. **II.A.1.1 BP4270**; **II.A.1.2 AP4270**

The Program Review committee aids and supports the improvement of all college programs through the process of program review and viability assessment in accordance with the draft Educational Master Plan (EMP), College vision and mission. Instructional programs lead to attainment of student learning outcomes. Programs are assessed for currency, appropriateness within higher education, teaching and learning strategies and student learning outcomes by faculty in each of the college's six Learning Areas (similar to larger college divisions, due to small or one-person departments). Full assessment takes place every two years for CTE programs, every three for non-instructional programs.

A 2015 Career Technical Employment Outcomes Survey (CTEOS) conducted email, telephone and U.S.P.S. surveys to address student perceptions of their CTE program, employment outcomes and how their coursework and training relate to their current careers. A total of 239 students were surveyed and 38 responded for a 15.9% response rate. Respondents were asked their primary reason for studying at WHCC, 79% indicated earning a certificate degree (with or without transfer). **II.A.1.3 CTEOS 2015**

The office of Institutional Effectiveness, Research and Planning tracks the number of program completers, student reports on transfer, gainful employment and pass rates on licensing exams. These data are shared through a Reporting site on the college portal. This data will be the impetus for use in the QFE Action Plan #2/Curriculum Program/Course Inventory. [Fulfills Eligibility Requirements 9 and 11]

II.A.1 Analysis and Evaluation

The college offers a wide range of programs to meet the varied needs of its student population. Each of these programs aligns with the vision and mission; this is verified at program creation through the curriculum process and during cyclic program review. The Curriculum Committee ensures that all college curricula are appropriate to higher education.

At the course level, faculty meets for assessment of SLO attainment at the end of every semester and proposes improvement strategies and measures. At the program level, SLO data in their program reviews demonstrate that faculty members are engaged in the improvement efforts. Currently, WHCC is implementing *eLumen*, an electronic system for SLO submission, review and tracking that will allow simple and systematic access to assessment results for planning and decision-making. The data generated for assessment in the current, manual system resulted in long reports that limited understanding when presented to faculty by the college SLO Coordinator.

Contract Training: WHCC works with local and regional industry to offer or house continuing education efforts in areas such as pest control advisor, safety, forklift certification, and others. Agriculture curriculum aligns with the education requirements for both the California Department of Pesticide Regulation's Certified Agricultural Pest Control Advisor education requirement and the American Society of Agronomy's Certified Crop Advisor. WHCC programs in addition to credit courses and programs (BP 105) include Community Education and Short-term training currently falls under the purview of Contract Education. **II.A.1.4 BP 105**

Many decisions regarding fields of study have been made based on advisory committee meetings which have vetted industry need (per Launch Board data and job postings on LinkedIn and other job posting venues). The college has developed strong programs in high employment areas such as CNA, Ag Technology, Corrections/Law Enforcement or Psychiatric Technician. The "Doing What Matters" statewide initiative for jobs is a four-pronged framework to respond to the call of our nation, state and region to close the skills gap. The colleges' effort in this initiative is directly related to the areas of interest listed above and pursuing additional occupations based on regional data. **II.A.1.5 BP 119**

Beginning fall 2016, the district office of Connected Learning began offering professional development online and in person workshops on the Coalinga campus with faculty to review assessment results and mentor data-informed decisions. The opportunity for continuous quality instructional improvement complements faculty work in course design and informed curriculum planning.

Scheduling of distance education courses are often determined by the rural location of the college. Courses needed for completion may not draw as many students as introductory courses. They must be offered for students to graduate and are sometimes offered in hybrid or distance format because in doing so they can be delivered to multiple venues simultaneously. Alignment with USDE definitions is in place through DE Curriculum Addendum approval process reviewed by the Curriculum Committee. During the fall 2016, the college fully adopted the Canvas Learning Management System (LMS) and participation by Connected Learning staff in the CCCCO Online Education Initiative (OEI) inform policies, regulations, grading, and communication recommendations**.

II.A.1.6 Canvas Webpage   **II.A.1.7 OEI Initiatives 052815**; **II.A.1.8 Connected Learning Workshops**

Standard II.A.2

Faculty, including full-time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II.A.2 Evidence of Meeting the Standard

The college's faculty members, full-time and adjunct, create all new courses and programs in accordance with discipline and industry standards with multiple levels of faculty review. When a course or program that is new to the college is created, it is first vetted through the learning area where discipline faculty has a chance to discuss and make recommendations. Upon approval by the Curriculum Committee, it is then placed on the agenda of College Planning Council. The new course/programs are put into a Curriculum Action Report (CAR) and reviewed and approved by the Board of Trustees. **II.A.2.1 CAR June 2016**

Some curriculum direction and/or decisions require vetting through the District Education Curriculum Committee (DECC), a representative group on both campuses, with district support, to provide input and consistency (BP4020). This district-wide collaborative team ensures "the rule of seven." Seven items must be consistent across the colleges and the curriculum is assessed for relevancy at both the local and discipline levels (AP 4020). Course title, prefix, units, prerequisites, transferability, description, and three objectives must be identical between both campuses to support student flexibility in meeting their educational plan goals on either campus.

Career Technical Education curriculum (CTE) must meet rigorous professional standards and demonstrate need based on review of labor market data and by discipline advisory boards. The CTE disciplines have advisory boards that are made up of members of the business community, industry experts and faculty that meet annually. For programs to remain relevant, boards provide data about changes in their industries, feedback about their future directions, suggestions about technical training or networking opportunities and advice toward internships and employment. Advisory boards provide input regarding expectations for competency to inform the faculty toward program improvement. Contract training courses and job training programs conduct regular evaluation of their relevance to employers in order to improve course programs and offerings. **II.A.2.2 CD Advisory 2016**

In response to student needs, both full-time and adjunct instructors utilize a variety of instructional methodologies: lecture, lab, activity, discussion, fieldwork, independent study, presentations, group projects and web enhancement. The Connected Learning Faculty Development Lab (The Nest) is staffed full-time and offers workshops on teaching, technologies and innovative strategies faculty members can use to meet students' learning styles. Connected Learning developed Canvas communities for faculty enrichment and support. A Canvas student community supports engagement and interaction for distance learners.

The faculty evaluation process ensures that content and methods of instruction meet high standards and that institutional improvement occurs through participation in SLO assessment. The evaluation process includes all full-time and adjunct instructors; faculty is evaluated on whether course content meets the standards set by the discipline. **II.A.2.3 CTA Contract 2016**

II.A.2 Analysis and Evaluation

WHCC offers a wide range of programs to meet the varied needs and geographies of our student population. Ongoing work within departments during professional development activities and through other processes, such as evaluation of courses and of instructors, ensures the integrity of all courses and programs. Adjunct faculty is required to attend an orientation prior to the start of each semester to review syllabus development, college policies, and deadlines.

The college community holds ongoing dialogue about curriculum, focusing on the relationship between the curriculum and the mission, vision and academic standards. At the beginning of each semester faculty attend three days of staff development. One day is planned by the district, the second is a college faculty and staff development day, and the third is district and staff development. Faculty and administrators collaborate on topics to be presented. Leadership members in the district attend two additional leadership retreats developed by the Chancellor. At each of these events district and college initiatives are presented and workshops are held that address progress, student need and generate ideas for better alignment of course offerings with mission and vision.

Faculty act to ensure that course content and methods of instruction meet generally accepted standards and expectations by teaching to the official course outlines of record that contain all elements required by Title 5 of the California Code of Regulations. These elements include unit values, contact hours, requisites, catalog description, course objectives, and content. The Office of Educational Services (Vice President of Instruction) reviews course syllabi for all faculty to ensure that the standards of rigor in all course sections are consistent with the expectations listed on the Course Outline of Record (COR). The COR defines competency levels and measurable student learning outcomes; face-to-face and DE guidelines are identical. **II.A.2.4 Course Outline COR**

Course outlines of record are developed collaboratively within the department and are approved locally by the Curriculum Committee and College Planning Council. Additional curricular approval processes include the District-wide by the joint Curriculum Action Committee and Board of Trustees.

Using the state's Course Identification Numbering System (C-ID) process, faculty ensure that all courses are part of the Associate Degrees for Transfer (ADTs) meet the standards agreed on with the California State University faculty. The Curriculum Chair and SLO Coordinator work closely with faculty to ensure that the required academic standards and articulation requirements are met. **II.A.2.5 ADT Catalog Pa**ge

Results for DE courses can be seen at the section level in the reporting section of the portal. Connected Learning, Open textbook resources and the Canvas transition provide the opportunity for reassessment at the course level. Workshops in pedagogy, accessibility and intermediate technology topics support faculty planning to improve courses. **II.A.2.6 WHCC DE Addendum**

Data available for program evaluation and curricular review are incorporated into the program review process. Face-to-face, hybrid and online data are separately identified and are available in both aggregated and disaggregated form to inform scheduling and planning: They include the following:
- Degrees and Certificates Awarded
- Enrollment Reports
- Success and Retention by college
- Persistence Rates by college

- Demographics by college
- Transfer Report
- Disaggregated Data for Instructional program review
- Instructional program review Data
- Several reports related to non-instructional departments

The program review process is followed at the instructional, administrative and non-instructional levels. Collaborative conversations in the Program Review committee and College Planning Council reflect on program relevancy, appropriateness, learning outcomes achievement, currency, and instructional planning for the future. The sum of these processes support analyzing, planning and implementing delivery modes and scheduling options. Examples of how program review has been incorporated into institutional planning include the following:

- Expansion into dual enrollment with several area high schools
- Cohort programs that accelerate completion
- Online degrees and certificates
- Reduction of basic skills units and collapsing the prerequisite with target class
- Addition of OER (Open Educational Resources) and Open Textbook network to reduce student materials costs and enhance online enrollment
- Spring 2017 pilot of new scheduling options to include Weekend college
- California Accelerated Pathway Project and training
- March/April CVHEC workshops on creating accelerated pathways
- BSILI (basic skills association that trains in June at Lake Arrowhead) conference both faculty and Equity Coordinator attended
- FLIGHT – Habits of Mind
- BASE committee – Basic Skills and Student Equity committee to plan out interventions

II.A.2.7 BASE Planning; **II.A.2.8 Flight Description**: **II.A.2.9 3CSN Acceleration**

Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.3 Evidence of Meeting the Standard

WHCC Faculty has identified student learning outcomes for all courses, programs, certificates and degrees. Faculty members define SLOs for courses and programs/pathways, design assessments that allow students to demonstrate learning, evaluate those assessments and use the results for improvement.

Initially, when WHCC started to assess SLOs it was started at the course level. SLOs were developed and assessed and results have been stored in the *SharePoint* portal. Currently, the *SharePoint* portal houses over 1000 CSLOs the course level SLOs are assessed at least once every 2 years. At the end of each semester, faculty attend a mandatory SLO Assessment Day to review all of their course level assessments that were assessed in that semester. This is the time for formal departmental discussions about course level SLO results and decisions to move forward about any improvements. **II.A.3.1 CSLO Submission**; **II.A.3.2 SLO Assessment 2016**

The Program Level Student Learning Outcomes (PSLOs) have been increasing in quality and coherence to the course level SLOs. Faculty are able to modify their PSLOs after they have gone through the program review process. In fall 2013, the Program Review committee developed and vetted and new template to be more concise and include SLOs for academic and non-instructional areas. The Degree Qualifications Profile Project (DQP) has also added to quality improvement or Program and Degree level SLOs. Particularly, the AOJ department revised

their course level SLOs in order to better map to the PSLOs and Precision Ag program decided to revise their PSLOs and conform student skills to industry needs. **II.A.3.3 IPR Template; II.A.3.4 NIPR Template;
II.A.3.5 DQP Presentation**

In the fall of 2011 and the spring of 2012, the Institutional Student Learning Outcome Review Committee conducted a review of all the ISLOs and presented five college-wide recommendations and three recommendations to the SLOC. WHCC is going to close the loop on the recommendations in the fall of 2016. **II.A.3.6 ISLORC Report;
II.A.3.7 AS Minutes 102616**

A full-time faculty member serves as the SLO coordinator. To improve teaching and learning, the SLO coordinator is responsible for providing leadership and guidance to faculty and staff for the development and assessment of outcomes. The position focuses on mentoring assessment dialogue and using assessment results for improvement. The SLO coordinator also currently collaborates with the district's IT staff to plan and implement *eLumen*. The coordinator sits as the chair of the Student Learning Outcomes Committee (SLOC), the chair of the Outcomes Committee, and reports to the College Planning Council (CPC).

A subcommittee of College Planning Council, the Outcomes Committee ensures that the college maintains an ongoing, systematic process that clarifies and improves the SLO process at every level from institutional, program and course as well as student services and admin unit outcomes. The committee institutionalizes the SLO process by promoting campus-wide understanding and integration of SLOs, facilitating campus dialogue to enhance institutional effectiveness and the continuous improvement of student learning. The members are the Admin Unit Outcomes Coordinator, Student Service Outcomes Coordinator, and the chair of the Institutional Outcomes Committee.

In fall of 2014, the Curriculum Committee added an SLO addendum to the process for approving course outlines for new courses which included an approval of SLO's. The SLO Addendum is approved by the SLOC and then the COR is approved by the curriculum committee. All official course outlines with course SLOs can be accessed through the *SharePoint* portal. **II.A.3.8 WHCC SLO Addendum**

A full-time as well as adjunct faculty has been instructed to check on the *SharePoint* portal prior to handing their syllabus to the class. Additionally, the adjunct faculty has an adjunct faculty orientation which goes over their responsibilities, including SLO assessment as written in their contract. **II.A.3.9 Math 61 2016; II.A.3.10 Adjunct Orientation**

WHCC tracks course and program-level SLO assessment cycles. The course level SLOs are assessed every 2 years. The Program level SLOs are analyzed when the program goes through program review based on the scheduled cycle of review. CTE programs are every 2 years, non-CTE programs are every 4 years, and non-instructional programs every three years.

II.A.3 Analysis and Evaluation

The Outcomes Committee and the SLOC have institutionalized the SLO process and continue to improve this process as they work with discipline faculty to prepare appropriate, rigorous and measureable SLOs, assessment activities and measures.

The College lists approved learning outcomes for courses on all course outlines and course syllabi. Course content and teaching methodologies are defined in the official Course Outline of Record (COR). Faculty members are required to participate in updates and revisions of course outlines, curriculum development, advisory committees and program review. In addition, faculty participates in the learning outcomes assessment cycle and attend a bi-annual SLO Assessment Day workshop. Courses and programs with low enrollment/completion rates will be

assessed and substantive collegial dialog must occur about academic quality. This is detailed in the QFE Action Plan #2/Outcomes, Improvement and Mapping.

Writing and assessing course and program learning outcomes is a faculty obligation. Faculty is additionally responsible for communicating course SLOs to their students. During the first week of classes, faculty must provide students a syllabus that includes the approved course student learning outcomes. Syllabi for DE courses also adhere to this process. Course learning outcomes assessed during the semester are analyzed at the end of every semester at the mandatory SLO assessment day workshop. This is traditionally done the Friday before finals to allow faculty time to discuss, review and if needed, revise their course SLOs for the subsequent semester. The results gathered are used for improvement.

While WHCC has made tremendous progress in its outcomes assessment processes since the last comprehensive review, the college has faced some challenges. The SLO repository is on the portal in a spreadsheet format, maintained by the SLO Coordinator. Data reporting proved cumbersome with reports as long as 174 pages created for assessment. In order to streamline the assessment process by making data collection easier and aggregation possible, the college purchased *eLumen*, an electronic system for SLO submission, for review and tracking that will allow simple and systematic access to assessment results for planning and decision-making.

Multiple improvements to SLO processes are spearheaded by student services, Instruction and Outcomes committees. One example of a challenge proved to be in course sequencing; the WHCC faculty were concerned about success rates and retention in their classes and some of student population were questioning multiple semesters of basic skills preparation on top of prerequisites and major courses, especially those students coming out of high school. A staff development session on accelerated pathways for basic skills students caught the attention of faculty. Discussion prompted action and English faculty championed the lead to make substantial changes in the scheduling of classes during a spring 2016 conference hosted by the Central Valley Higher Education Consortium (CVHEC) and the 3CSN California Acceleration Project. This workshop provided a "pull up your sleeves and get to work" model where English and math faculty outlined how the current fall schedule could be revised to make accelerated pathways work. In the fall 2016 semester, students in one level below transfer English enrolled in the prerequisite and transfer class (English 51A/1A) for a total of six units. This collaborative effort helped faculty to understand students languishing in basic skills sequencing for multiple semesters may actually hinder student success. College math faculty formed a multiple measures pilot in order to lessen the time to completion for students. Data to evaluate this initiative were not available by the submission of the self-study report.

II.A.3.11 WHCC Protocols

The DQP project was used by the college for aligning program and courses level SLOs for CTE, specifically AOJ and Precision Ag, as well as alignment of GE. It has greatly improved the quality of CSLOs and PSLOs. Currently, several other disciplines are going through this process to reevaluate the alignment of program and course level SLOs and connect courses to GE.

The implementation of *eLumen* designed to give better and more consistent longitudinal SLO data and ease in incorporating SLO data into the program review process, will allow disciplines to review and update each of the course-to- pathway alignments through the Degree Qualifications Profile Project.

Standard II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.4 Evidence of Meeting the Standard

The college has adopted strategies to support students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. The college spent early spring 2016 redesigning remediation and changing placement policies to accelerate students through transfer-level English and math courses. The new accelerated pathway in English, which combines the pre-college course with the transfer class in the same semester, began testing fall 2016. The counseling office provides a comprehensive educational plan for students with this new pathway in place so students can see the results of fewer semesters spent in remediation and how Basic Skills courses lead to collegiate/transfer level coursework. As part of the admissions and orientation process students develop this educational plan based on assessment scores in math and English.

The initial research on the accelerated cohort is promising. Based on information received on 6 out of 8 sections, the anticipated success rates in Coalinga for the cohort are estimated at 66.3%. Following the conclusion of the fall 2016 semester, and the submission of final grades for all English 51A and 1A the WHCCD Office of Institutional Research will begin the initial assessment of transfer-level English completion. **II.A.4.1 CoReq Update**

II.A.4 Analysis and Evaluation

WHCC dual enrollment programs exist at high schools within the service area; Firebaugh High School, Mendota High School, Tranquillity High School, Coalinga High School and Avenal High School. With the new CCAP Agreements (through AB 288) closed college sections are offered at each high school campus. The focus of the WHCC dual enrollment programs is career pathways and transfer pathways. Most of the schools offer university transferable courses to get their students started on college credits. The goal is to get students introduced to college early on to make sure they understand what is required of them after they graduate from high school and enter college. **II.A.4.2 AB288**

For some schools like Mendota and Avenal, WHCC offers CTE Pathways in Ag, Manufacturing, and Health. For others, like Coalinga and Firebaugh, WHCC offers Pathways in Education and health. Tranquility High is more focused on transfer pathways to UC and Cal State. WHCC dual enrollment programs will continue to grow and have begun to replace 2+2 Articulation Agreements.

Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. [Fulfills Eligibility Requirement 12]

II.A.5 Evidence of Meeting the Standard

The breadth, depth, rigor and course sequencing of our degrees and programs are determined through our curriculum process and follow common higher education practices. Discipline faculty members engage in ongoing dialogue about their instructional programs both formally and informally in department meetings and twice yearly mandatory professional development and outcomes workshops. All course outlines are updated on a five-year cycle. Learning areas, in collaboration with the Associate Dean of Educational Services and the vice President of Educational Services, ensure that scheduled course offerings enable students to transfer or complete certificate and degree programs in a timely manner. Counselors are assigned an instructional learning area, attend monthly meetings and provide rich feedback for faculty to consider in course development and reviews.

The college offers several pathways for students to pursue completion of programs. Adhering to the California legal and regulatory curriculum standards in Education code and Title 5 Code of Regulations ensures programs and degrees are of appropriate breadth, depth, rigor and course sequencing. WHCC offers eight Associate of Science for Transfer (AS-T) and four Associate of Arts for Transfer (AA-T) degrees. The California Senate Bill 1440-Student

Transfer Achievement Reform Act compliant degrees require no more than 60 units and serve to meet the transfer needs of CSU bound students by guaranteeing admission to the CSU system. ADTs (Associate Degrees for Transfer) encourage double counting of major and general education units to guarantee students transfer in a timely manner to the CSU system (BP 4107). Their marketing materials state "A Degree with a Guarantee" for admissions. **II.A.5.1 SB 1440**; **II.A.5.2 AP 4107**; **II.A.5.3 Degree Guarantee**

The college also maintains depth of rigor of instruction through the faculty evaluation process, which encourages faculty to continue to improve and grow in their professions. Evaluations are conducted based on the collective bargaining agreement for new and tenured faculty with the involvement of students, faculty peers and administrators. Evaluators assess faculty by recognizing satisfactory performance, identifying weak areas and assisting faculty to improve. Assessments include how well instructors provide constructive feedback to students, to what degree the instructor is knowledgeable about the subject matter, teaching to the Course Outline of Record, providing a clearly outlined syllabus and spelling out his/her grading policy. SLO assessment also informs faculty evaluation based on SLOs detailed in the Course Outline of Record. DE courses are evaluated with the same process as face-to-face students; improvement can be made in assessing items such as communication style, availability and regular and effective contact. **II.A.5.4 CBA SLO Eval**

Time to completion is monitored in the program review cycle. During program review, faculty conducts a rigorous evaluation of courses and programs that includes evaluation completion data for degrees and programs. The Outcomes committee oversees the program review and program viability processes (BP 4021 AP 4021). Programs are required to perform a viability review if indicated by three or more metrics, which include average class size, success and retention rates, and number of program completers, WSCH/FTE and status in the SLO and program review processes. **II.A.5.5 AP 4021**

II.A.5 Analysis and Evaluation

WHCC offers high quality degrees and programs that conform to standard practices in higher education. Mechanisms to ensure this include curriculum policies and processes, program review, SLO assessment and faculty evaluation. The college can improve by applying Board Policy on reviewing program requirements that include low enrolled courses and ensure all programs and outcomes are appropriate to mission alignment. This is details in the QFE/Action Plan #2/Curriculum Program/Course Inventory

Program review characterizes the variables cited in this standard. One area for improvement is in the growing dual credit enrollment partnerships with high schools. The data cite low enrollment in some courses. A 2016-2017 viability study will determine if low enrollment occurs toward the end of a pathway or if high schools are not prepared to fully enroll courses.

The process for establishing need for DE courses occurs in program review. As noted earlier in this standard, geographic distance among communities in the District combined with seasonal employment hours for agricultural and service industry students create the need for flexible scheduling. Data from area high schools, employer recommendations/issues such as seasonal crops, and partnerships related to local prison populations inform program offerings and modalities. Occasionally, faculty who travel long distances from Fresno, Visalia and other Central Valley locations contribute to clustering of courses offered face-to-face. REG365 is the college's year round registration process that allows students to use their educational plans and secure their classes for an entire year (summer, fall and spring). In 2016-2017 a preliminary review of the first year efficiency of REG365 offers data for year two planning, took place in October/November 2016. **II.A.5.6 Shulock**

West Hills College Registration 365 (REG365) was a consequential redesign of the college's enrollment process. Where traditionally a student registers for the summer and fall terms during April and wait until November to register for the subsequent spring semester, REG365 allows students to schedule a full year's worth of courses at one time. This change emphasized to students the importance of completion-oriented educational planning, rather than a term-to-term view of class registration and enrollment. This process earned a Department of Finance Innovation Award in 2014. **II.A.5.7 Dept Finance Award**

Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. [Fulfills Eligibility Requirement 9]

II.A.6 Evidence of Meeting the Standard

As a public two-year college, WHCC strives to schedule sufficient sections of courses for students to complete their programs of study in a timely manner. With the implementation of REG365, the college innovative, registration redesign, students plan and guarantee their class schedule for a full academic year. REG365 is open to all students. With an updated educational plan and priority registration students secure their schedules for summer, fall, and spring of the subsequent year each April.

In the fall 2016 with data from the California Accelerated Project, faculty and the office of student services using incoming freshman placement data redesigned the schedule to include accelerated cohorts. Students are placed in six units of English, the prerequisite and transfer course taught by the same faculty. Success and retention data will not be available until fall 2017. The program review process provides the opportunity for faculty and administrators to evaluate curriculum, core sequences, program outcomes, and student performance.

II.A.6 Analysis and Evaluation

WHCC is not satisfied with the rate at which student's complete degrees and certificates. With the exception of 2010-11, the college has increased its number of students obtaining degrees and certificates. By automatically performing degree audit on all students currently enrolled and eligible, the college has been able to increase the number of certificates granted. The implementation of Ellucian Colleague's student planning component may provide an avenue for additional oversight from counseling and the office of Enrollment Management and Institutional Effectiveness to monitor this effort.

Unduplicated Headcount of Degree and Certificate Awardees

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Local Certificate			15	25	41	49	240
Certificate of Achievement	78	139	134	154	142	150	332
Associate Degree	210	204	199	224	233	243	265
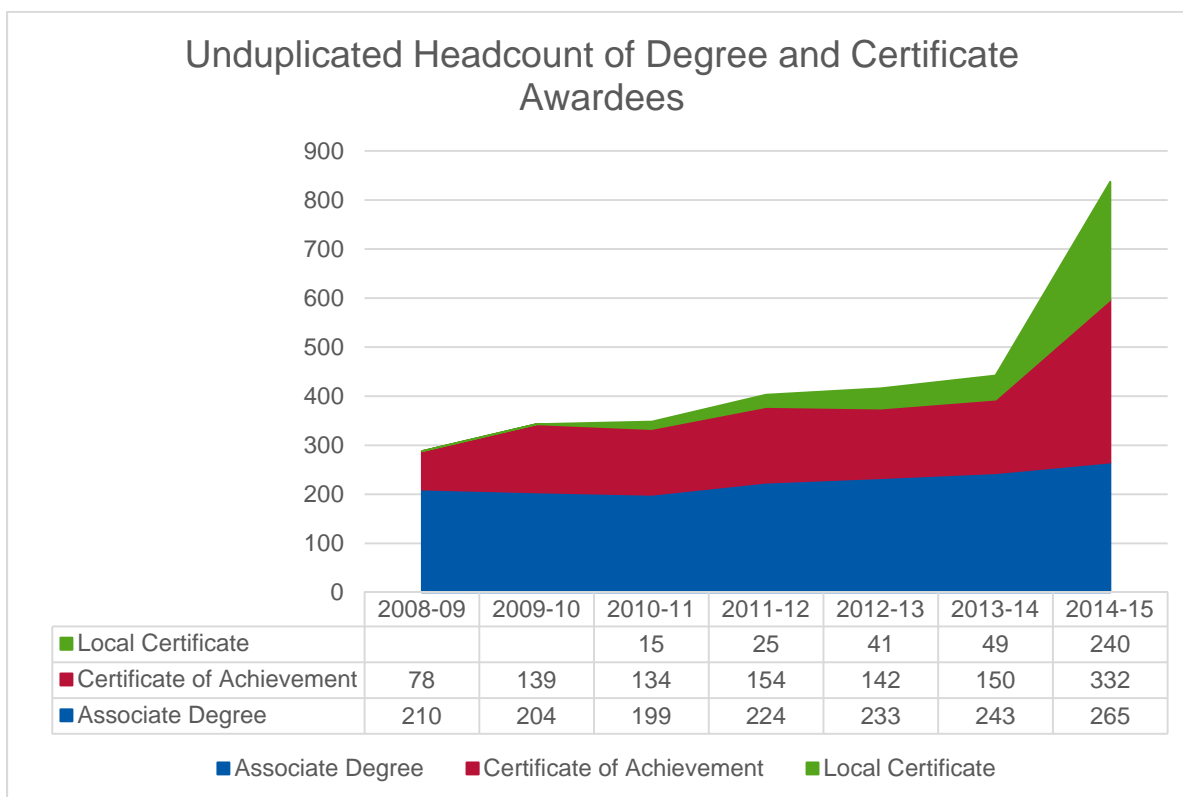
Source: Office of Institutional Effectiveness, 2015

Data and conversations with counseling staff suggest that the primary obstacle with two-year completion is English and math readiness and success. To improve completion rates, the college is focused on solving problems related to student preparation, particularly in identifying and implementing programs that address students' issues with math and English.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
WHC Coalinga									
Sections	964	1034	729	740	639	620	623	669	692
Duplicated Headcount	17364	19318	17969	17922	16953	16069	17044	17398	17469
Online Enrollment	30.55 %	30.29 %	23.14 %	22.29 %	23.48 %	25.28 %	31.44 %	27.87 %	34.68 %
WSCH	72,657.79	79,020.32	77,084.04	76,936.73	68,569.16	65,370.26	69,269.82	67,148.78	65,760.49
FTEF	237.64	245.45	187.34	193.78	154.35	148.08	163.76	159.34	161.96
WSCH/FTEF	305.75	321.94	411.46	397.04	444.25	441.44	423.00	421.42	406.02
Success	64.14 %	66.84 %	65.62 %	66.35 %	67.06 %	69.31 %	69.34 %	71.16 %	69.03 %
Retention Rate	81.28 %	82.79 %	82.53 %	83.26 %	84.22 %	84.81 %	84.65 %	85.51 %	83.65 %

Source: Office of Institutional Effectiveness, 2015

The offices of instruction and student services collaborated on a basic skills pathway which linked coursework starting with the lowest level of English in the students' subsequent first semester with prerequisite-free courses to ensure the student a successful first year experience (English, Math, college Success, Health and Hygiene). Data on persistence was encouraging, however longitudinally; those students will not complete their degree until spring 2017. A survey is being developed for this cohort on effectiveness of this pathway.

Data from the California Accelerated Project from California Community colleges' Success Network (3CSN) is prompting discussion on placement protocols and curriculum redesign. 3CSN shows the more levels of developmental courses a student must take, the less likely they are to complete a sequence of English and or math courses. WHC Coalinga has embraced this project and is rethinking assessment practices to shorten the time to degree completion.

To additionally improve completion rates, in the 2016-2017 program review cycle, has engaged in several conversations about data on low-attendance courses and low-performing degrees and certificates to determine whether students are able to complete each program within the expected timeframe. Additional discussions centered on high enrollment low complete courses. The college closely assessed effectiveness of dual enrollment pathways, particularly those that begin in the high school freshman year.

Work in progress initiatives are pathways for online learning (fall 2016 shows that 38% of total enrollment is online), Weekend College (addressing working needs of students) and a detailed analysis of waitlists, pathways to completion, and general curriculum cleanup. The one drawback of REG365 is limited flexibility in course offerings and modalities due to the one-year cycle. As such, the above noted changes take place in October/November each year rather than with the flexibility most colleges have in per semester scheduling. One of the many positives of REG365 is the data gathered at each level of a course sequence or program that support planning and implementing the types of improvements needed and noted for timely and consistent student completion

Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.A.7 Evidence of Meeting the Standard

WHCC offers courses in four delivery modes: face-to-face, hybrid, web-enhanced, and online. The college demonstrates an understanding of and delivers courses that meet the learning styles of students through the curriculum and program review processes. When creating a new course, updating an existing course or adding a DE addendum to a course, faculty define their methods of instruction as discussion, activity, field experience, independent study or purposeful collaboration.

Using student assessment results, faculty develop course action plans to meet student learning needs which can include increasing class discussions, revising course materials such as moving toward affordable open education resources, incorporating class activities and student collaborations and increasing support services including intervention strategies for success and supplemental instruction.

Through the faculty evaluation process, instructors are evaluated by peers to ensure the appropriateness and effectiveness of pedagogy and andragogy, including whether the faculty member promotes active involvement of students in learning activities, demonstrates sensitivity in working with students with diverse backgrounds and needs and provides a positive learning environment for all student populations.

The Board of Trustees approved Equity Plan Fall 2015 describes in detail the college's disproportionate groups, interventions, and strategies planned to address achievement gaps and collaboration with faculty. A primary objective of the college is to eliminate the disproportionate gaps for all underserved/target groups identified in the Equity Plan below. The college works to close achievement gaps related to ethnicity, age, and gender and is described more in detail in Standard I.B.6. **II.A.7.1 Equity 2015**

Success Measures	Underserved Student Groups
Access	Hispanic, Males, and Individuals with Disabilities
Course Completion	African American, Foster Youth, Individuals with Disabilities
Basic Skills Math	Females, Individuals with Disabilities
Basic Skills English	African American, Individuals with Disabilities
ESL	Males*
Degree Certificate Completion	Males, African American, Individuals with Disabilities
Transfer	Females, Hispanic/Latino

*Low cohort size for this group is significant.
 Source: Office of Institutional Effectiveness 2015

II.A.7 Analysis and Evaluation

For students, there is much need and much effort beyond delivery modes and assessment of learning styles. Based on data regarding effectiveness and anecdotes from consistent interaction with students; WHCC considers consistent student support services as primary to student learning and equal in importance to teaching methodologies. Toward that end, the college offers students multiple types of support:

- Counseling/academic and referrals to programs on campus
- Early alert and interventions to help students at benchmark points in the semester
- Six Core principles of the Habits of Mind FLIGHT plan
- Supplemental instruction
- Counselors teaching freshman/first semester experience class
- Hiring students to help other students, mentoring through SSSP Equity $$$

In addition to student support services noted above, assessment takes place in many forms as outlined in the course of record. Faculty attend professional development workshops twice per year and participate in Connected Learning workshops offered weekly throughout the year on topics ranging from pedagogy/andragogy to assessment and rubric development. In a small college, there is high level of contact among faculty, staff, and students. Multiple learning style approaches also enhance student learning due to the low entry readiness level of many WHCC students. Methods are selected in part by curricular expectations and in part by workforce needs. For example, Psychiatric Technician students need a keen understanding of the difficult patients they will encounter and Ag students need time on a tractor. In both of these cases faculty must consider learning modalities and assessment well beyond what is offered in any textbook.

On the Course Outline of Record form common teaching methodologies include: lecture presentations, guided classroom discussions, visual aids such as presentations, graphs, charts, etc., analysis of reading material, demonstrations, hands-on experience, tablet application technologies, video clips and web-assisted learning activities. The Course Outline of Record form was recently updated to include new federal guidelines for distance education courses and a student learning outcomes addendum was added to the approval process. Common course assessment practice includes exams, quizzes, oral presentations, problem solving exercises, laboratory skill demonstrations, written presentations, class discussions, research papers, and essays. Methodologies used are discussed in discipline meetings and across disciplines in flex and duty day meetings as well as in SLO assessment. Many faculty members have attended workshops with feeder CSUs. **II.A.7.2 Course Outline COR**

Faculty of each discipline determine which delivery mode is appropriate for each of their courses. Distance education of courses in Canvas include multiple ways of student assessment as they follow adult online learning best practice and consider assessments that will help to keep students engaged and responsive. Connected Learning also provides technical training on Canvas a couple days a week and staffs a faculty development lab full-time.

Standard II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

II.A.8: Evidence of Meeting the Standard

The institution does not use departmental course or program examinations.

Standard II.A.9

The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

II.A.9 Evidence of Meeting the Standard

The college does not offer courses based on clock hours. WHCC awards course credit based on attainment of learning outcomes. Faculty members develop course learning outcomes to articulate the knowledge, skills and abilities a student will have as a result of successfully completing a course. They also develop specific objectives which students complete on their way to developing competency in the learning outcome. Grades are assigned as an indication of students' achieved competency in relation to the course objectives. Assessment of course objectives ensures that students have attained learning outcomes and that appropriate credit has been awarded.

All courses have CSLOs, all programs have PSLOs. Units of credit are identified in the Course Outline of Record and follow the Carnegie Rule, Title 5 regulations, California Intersegmental Articulation Council policies (CIAC) Handbook, C-ID and/or CSU/UC guidelines. For transferrable courses that do not have a final descriptor in C-ID, the college awards units of credit based on norms accepted in the state and articulation agreements with public and

private four-year institutions. The district articulation officer reviews comparable courses at UC, CSU and private schools and uses the California Intersegmental Articulation policies as a reference for policies on transferrable courses. The articulation officer reviews these areas in the Course Outline of Record before Curriculum Committee approval. **II.A.9.1. BP 4050**; **II.A.9.2 AP 4050**; **II.A.9.3 Sample Artic Agreements**

WHCC's institutional level outcomes are embedded in the program pathways as indicated in the catalog. Institutional Learning Outcomes address Academic Habits of Mind; Communication Skills and reflect the college's Strategic Goals. All of these outcomes are documented in the program pathways and are based on the attainment of learning outcomes. The college is institutionalizing the concept of Habits of Mind which serve to provide students the strategies to work through real life situations that equip them to respond using awareness, thought and intentional strategy in order to gain a positive outcome. Banners, t-shirts, wristbands helped integrate the concepts of the Falcon F.L.I.G.H.T in September 2016. **II.A.9.4 SP Takeaway**

The WHCC Curriculum Committee reviews courses, degrees and certificates to ensure they align with district standards. The Curriculum Chair ensures that units of credit awarded are consistent with state guidelines. The college maintains transferable course articulation agreements with the California State University, University of California, California Independent colleges and Universities, and select out-of-state colleges and universities. **II.A.9.5 AP 4100**; **II.A.9.6 BP 4100**

Units of credit for coursework follow state and federal standards that maintain that one credit hour of community college work is approximately three hours of recitation, study or laboratory work per week through a term of 18 weeks. The specific relationship of units to hours for each course is noted in the Course Outline of Record.

II.A.9 Analysis and Evaluation

WHCC faculty members assess course objectives that clearly align with course SLOs. Credit is awarded based on the attainment of course learning outcomes. With the purchase of *eLumen*, WHCC will have the ability to award course credit, degrees, and certificates based on student attainment of student learning outcomes directly as assessment will be tied directly to student. Currently, WHCC awards credit based on student accomplishment or student achievement of course objectives as evaluated by the methods described in the Course Outline of Record. Grades are given based on student proficiency at meeting the objectives of the course as measured by various methods such as written examinations, performance evaluation, skills demonstration, portfolio presentation, oral presentations or other methods. As student learning outcomes are rooted in the course objectives, credit awarded is directly related to the achievement of learning outcomes.

The college catalog clearly and specifically states the criteria for evaluating student learning and awarding credit, and it reflects Administration Regulation, Board Policy and Title 5 of California Code of Regulations requirements. Advanced Placement examinations, credit for military schools, College Level Examination Program (CLEP), transfer of upper division courses, directed study, and audited coursework consistent with accepted policies for institutions of higher education. The appropriate number of credits for each course is determined during the curriculum approval process based on formula that are compliant with the standards stated in state and federal regulations. WHCC bases its credit formula on an 18-week semester, with every unit of credit representing a minimum of 54 total instructional hours, inclusive of in-class and out-of-class assignments. Course credit is calculated at 0.5 unit increments, with 0.5 being the lowest allowable value.

Program Student Learning Outcomes (PSLOs) are statements of what graduates are able to do at the completion of an entire course of study. Programs are assessed by examining CSLO results that students must achieve in order to demonstrate mastery of the PSLOs. Course assessment tasks are graded and are a factor in the awarding of course credit toward degrees and certificates. In this manner, the achievement of the PSLOs is the basis for awarding degrees and certificates. **II.A.9.7 PSLO Math 2014**

Program level outcomes have been developed for WHCC Certificates and Degrees. PLOs are published in the catalog. The SLO Coordinator maintains documentation regarding the development, assessment, and evaluation of PLOs and Institutional Outcomes. Additionally, the college has been participating in the Degree Qualifications Profile, where PLOs are aligned to Lumina Foundation's Degree Qualifications Framework. During the 2014-2015 academic year, the District decided, through the proper governance structure, to adopt *eLumen*, an outcomes software tool that facilitates the integration of learning outcome assessment reports in to the integrated planning process. Once established, the college will be able to better integrated assessment data with planning and budget processes, which will also include the disaggregation of learning outcomes data by sub-populations. Through the governance process, the district selected the *eLumen* platform as the repository of the outcomes assessment and reporting. While program level assessment is currently a component of the program review process, this tool will increase each program's ability to align learning outcomes assessment (including disaggregated data) as well as to assist with program review and integrated planning.

Degrees and certificates are awarded after a review of transcripts to ensure that students have passed all the required classes, as indicated in the catalog. Petitions for degrees are reviewed by counselors and then sent to the district staff evaluator in the Registrar's office for final course completion from the student transcript. Distance education course credit is awarded in the same manner as for traditional courses.

Standard II.A.10

> *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. (ER 10)*

II.A.10 Evidence of Meeting the Standard

Lower division coursework from accredited higher learning institutions is accepted for transfer credit at West Hills College Coalinga following counselor review. Counselors, in association with the district evaluation coordinator, evaluate college transcripts to ensure compatibility of learning outcomes in prior coursework with learning outcomes in WHCC courses. The counseling center has an internal process that provides a framework for transcript and course evaluation. When an outside transcript is received by the college it is reviewed by Student Service technicians to determine which success team the student will belong and then forwards the transcript to the appropriate counselor for outreach to the student. An email is sent and an appointment set up if applicable where the counselor and student can jointly review the transcript for purpose towards the student's academic goal, clear prerequisites or meet criteria for applicant pool to the Psychiatric Technician program.

Policies for transfer of credit from WHCC to other higher learning institutions policies are stated in the catalog and addendum. The College maintains and continues to further establish articulation agreements with public and private four-year colleges both within and outside the state. These agreements include major preparation, general education, course-by-course lists, and transferable course agreements. Transfer information is made available to students, faculty, and staff through the articulation system stimulating interinstitutional student transfer (ASSIST) website and the WHCC website under the Transfer Center link. The campus aligns curriculum to ensure compatibility with California State University (CSU) Transfer Model Curriculum (TMC), and the University of California (UC) Intersegmental General Education Transfer Curriculum (IGETC). Copies of articulation agreements with private and out-of-state institutions are available from the district articulation officer. In the past, articulation officers were assigned at the college level but WHCCD now has a district wide articulation officer who oversees this process.

The TMC and IGETC lower division general education and major courses meet admission requirements to the CSU and UC systems, respectively. Students may choose to participate in the CSU TMC general education certification course pattern or the UC IGETC which accepts specific WHCC courses to satisfy most lower-division requirements for a baccalaureate degree. Course evaluation to certify that the expected learning outcomes for courses accepted by

other institutions are comparable to the learning outcomes of WHCC courses is a collaborative effort between counseling and instructional faculty with the assistance of ASSIST for the CSU, UC, and California Community college systems and Transfer Evaluation System (TES) for private and out of-state institutions. TES is an online repository and web service featuring catalogs from over 3,900 colleges and universities. The website assists counselors and faculty to access course descriptions, degree requirements, institutional profiles including accreditation status and instructional calendars to determine course equivalencies. WHCC continues to enjoy a positive working relationship with the nearest public four-year university, CSU Fresno. **II.A.10.1 TES Website**

II.A.10 Analysis and Evaluation

Articulation processes in place at WHCC demonstrate the institution's commitment to providing students with clear lines of transfer from college to university. The Assist.org web address is included at the bottom of program listings in the catalog so that students can easily access the transfer status of 130 courses taught at WHCC. Assist serves 113 California community colleges, 23 California state universities, and 10 University of California campuses to provide details regarding transferable courses to students as they move from community colleges to the state universities.

The TMC and IGETC lower division general education and major courses meet admission requirements to the CSU and UC systems, respectively. Students may choose to participate in the CSU TMC general education certification course pattern or the UC IGETC which accepts specific WHCC courses to satisfy most lower-division requirements for a baccalaureate degree. The Chancellor's Office data shows that transfers for the 2013-2014 and 2014-15 academic years averaged 41 students to California private colleges and approximately 64 students to out-of-state institutions. Copies of the articulation agreements are available in the office of articulation and matriculation. Articulation is maintained, on a course-by-course basis, between WHCCD and the college to which the student intends to transfer.

As transfer level courses are developed and revised by faculty and reviewed by the appropriate instructional areas, the district 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 and general education committee and a non-voting member of the District Educational Coordinating Committee (DECC). **II.A.10.2 DECC Website**

The college works closely with out of state universities and colleges that students select for their baccalaureate degrees. Counselors serve as liaisons between students and their transfer university to assist students in completing the required courses for transfer. The college considers transfer of credit for DE courses in the same manner as it does for traditional courses.

The college has also formed degree guarantees with all the CSU system schools by developing Associate Degrees for Transfer (ADT's) and also has a number of Transfer Admission Guarantee (TAG) agreements with 4 of the University of California institutions. . The college has GE pattern articulation with Fresno Pacific, Brandman, Grand Canyon University, and Franklin in addition to the rich articulation between the college and CSU Fresno. These partnerships provide students with clear pathways to complete Bachelor's Degrees. **II.A.10.3 Transfer Volume**

Standard II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.11 Evidence of Meeting the Standard

The College developed Institutional Student Learning Outcomes (ISLOs). Sometimes referred to as "Core Competencies," the categories are Critical Thinking, Communication, Quantitative Analysis and Scientific Reasoning, Diverse Perspectives, Information Technology, and Personal Development. Additionally, the college has

analyzed the results of the data in regards to the above categories and presented college-wide recommendations.
II.A.11.1 CORE Competencies; **II.A.11.2 ISLORC Report**

At the time the 2014 ACCJC Standards became official, the college received a grant from the Lumina Foundation and the ACCJC to establish and test well-articulated outcomes at the associate degree level, improve the value of associate degree and degree holders' opportunities for employment and transfer. This began an examination of course level student learning outcomes, their connection to program level outcomes and linkage to the above stated categories. The college's goal with the pilot project was to develop clear, coherent learning pathways for CTE students, namely in Administration of Justice (AOJ) and Ag Science and Technology programs.
II.A.11.3 AG GE DQP Chart; **II.A.11.4 AOJ DQP Chart**

Alignment of degree qualifications profile skills (DQP) among courses and their degrees suggested program modifications to capture those DQP skills. These pathways were developed and vetted with faculty representatives from curriculum, ISLO committee, SLO committee, Instruction, and student services. In addition to the degrees submitted in the grant, faculty are now working to complete DQP for all relevant programs.
II.A.11.5 DQP SLO Bio; **II.A.11.6 DQP SLO PolSci**

One of the findings of the DQP project was the realization that the above competencies are categories of program level SLOs. As a response, the Outcomes Committee voted to modify existing ISLOs to include "Ethical Reasoning" in order to fully comply with the standard. This was voted at the governance levels by Academic Senate and the College Planning Council (CPC). **II.A.11.7 Outcomes Minutes 2016**

II.A.11 Analysis and Evaluation

In fall 2013 the College received a grant and participated in the Degree Qualifications Profile (DQP) to create a coherent plan of courses for students pursuing CTE degrees. The AOJ and AG degrees were the initial pilot programs for review. Since then the DQP was revised to DQP 2.0 which includes competencies for communication, information, and quantitative reasoning, analytic inquiry skills, ethical reasoning, and the ability to engage perspectives as part of the intellectual skills category. The College is finishing up the remainder of the discipline majors that will have the degree qualifying profile analysis data and plans to institutionalize this for all new programs and courses. For example, the Geography program analyzed their PSLOs and included CSLOs that focused on locating global addresses on a map, analyzing the location to describe pivotal characteristics of major climatic types and characterizing a chronological order of the four major periods in California history under the analytic inquiry skills. **II.A.11.8 DQP SLO Geog**

With the purchase and integration of *eLumen*, the college will be able to better align the program level SLOs and classify them under the specific learning categories stated in the standard – which are the exact categories for the DQP under Intellectual Skills. **II.A.11.9 DQP Matrix Description**

Standard II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (Fulfills Eligibility Requirement 12)

II.A.12 Evidence of Meeting the Standard

Students who complete the graduation requirements listed in the catalog are awarded an associate in arts (AA) or associate in science (AS) degree. Thirteen Transfer Model Curriculum (TMC) degrees have been added in a variety of disciplines to provide students with a strong, basic foundation in core areas of each discipline and require courses in General Education. TMC degrees allow students to transfer to a CSU and obtain priority in admission, registration and limitation on excess courses towards degree completion.

Many disciplines such as English, mathematics, or credit ESL outline a required sequence of courses for major coursework, clearly delineating and describing a sequence progressing from broad introductory to more focused courses. These programs require sequential courses, thereby progressively increasing levels of skill and knowledge.

The five broad categories listed in the standard are the five categories of learning of the DQP. The AOJ and Agriculture programs were the first to map GE courses as part of their degree to the five categories. As more programs go through the DQP at the college, more programs will align their outcomes to the specific learning outcomes. Currently, other CTE and non-CTE programs are going through this process to map to the five categories.

Faculty review of degrees and certificates occurs during the program review process and ensures degree alignment with four-year university requirements, transfer, and major preparation. Learning area faculty, the Curriculum Committee and educational services administrators routinely monitor currency and relevance of programs for transfer-bound and CTE students. This is an outcome of the activities outlined in the Quality Focus Essay Action Plan #2/Program Alignment with Mission

II.A.12 Analysis and Evaluation

WHCC and the District have established general education philosophy and guidelines that determine whether a course qualifies as a GE class, and in which area. Curriculum adoption decisions are made by the curriculum committee based on recommendations from discipline faculty**. II.A.12.1 BP 117**

WHCC provides students an opportunity to engage in meaningful learning experiences that challenge and encourage them to become lifelong learners. All degree programs require that students complete a general education curriculum in addition to the specific major requirements for the degree. The curriculum committee has primary responsibility for the evaluation, selection and review of courses that satisfy the general education requirements, in accordance with Title 5, Section 55806. WHCC faculty are responsible for teaching classes according to the official course outlines, engaging students in the active pursuit of knowledge, and assessing SLOs at the course level.

The prerequisites for DE courses are the same as for traditional courses, so DE students must have the same skill level as traditional students. DE sections of a course have the same SLOs as the traditional sections; therefore, they meet the same standards and rigor. DE courses are assessed in the same way as traditional courses to determine if students completing general education courses in the DE mode attain the required skills.

All of the GE/Transfer Pathway outcomes support broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. This is actualized when the outcomes for reasoning skills, communication skills, global awareness, and social responsibility and personal development are applied in the context of the above areas.

Pursuant to Title 5, Section 55063(b), the units of General Education will be selected from courses in the following areas recommended by the college Academic Senate and college President and approved by the Chancellor and the Board of Trustees:

> 1. Natural Sciences – Courses in the natural sciences are those that examine the physical universe, its life forms and its natural phenomena. These courses help the student develop an appreciation and understanding of the scientific method and the relationship between science and other human activities.

2. Social and Behavioral Sciences – Courses in the social and behavioral sciences are those that focus on people as members of society. These courses help students develop awareness of the methods of inquiry used by social and behavioral sciences stimulate critical thinking about human behavior in society and promote appreciation for culture.

3. Humanities - Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. These courses help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and ability to make value judgments.

4. Language and Rationality – Courses in language and rationality are those that develop for the student principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.

5. Health and Physical Education – Courses in Health and Physical Education are those that widen a student's knowledge of their physical and emotional health.

These courses are designed to actively engage students and challenge them physically.

Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.A.13 Evidence of Meeting the Standard

To earn an Associate of Arts degree a student must satisfy the general education requirements, local District requirements and at least 18 units in a discipline or emphasis. The major component of each degree is based on current discipline standards, accepted norms for each discipline in higher education. The Associate of Science degree includes an additional requirement in the Natural Sciences. The discipline of study must be in engineering, physical or biological science or occupation curriculums. **II.A.13.1 WHCC Catalog**

To obtain an Associate of Science degree at WHCC students must have satisfactorily completed all of the requirements for the Associate Arts degree and an additional three units of general education in the area of natural science. The discipline of study must be in engineering, physical or biological sciences or occupational curriculums. The completion of the Associate Degree for Transfer (ADT) allows students to transfer directly to a CSU to complete the baccalaureate degree. The specialized area of inquiry in each of these degrees is determined through an extensive state-level review that ensures rigor and currency in all ADTs. Both the A.A. and A.S. are degrees that comply with the Transfer Model Curriculum templates that have been developed as a partnership between California Community college (CCC) and California State University (CSU) faculty.

II.A.13 Analysis and Evaluation

Discipline faculty members select course offerings and prerequisites to create a sequence of courses leading to a degree in a focused area of inquiry or an interdisciplinary core. Degree programs include introductory courses and give the student an overview before beginning more focused study of the subject. Introductory courses often serve as prerequisites for higher-level courses that incorporate mastery of the subject, focused study or directed practice in a particular field.

Degrees have Program Level Outcomes (PLOs) and all courses that make up these degrees have Course Level Outcomes. This allows faculty to develop a holistic picture of how every course in the curriculum fits with other

courses and with program goals for student learning. This has been further developed as the AOJ and Ag departments went through the DQP project and established standardized levels for rigor based on outcomes at the associative level. As WHCC institutionalizes the DQP framework into the SLO process rigor levels should be standardized across the campus. **II.A.13.2 WHCC Program SLO Form; II.A.13.3 PSLO Geog**

Standard II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

II.A.14 Evidence of Meeting the Standard

WHCC prepares students for specific licensure; certification and/or industry recognized entry level standards in CTE programs. Student learning outcomes and program learning outcomes have been established for all CTE courses and programs. Faculty consistently and collaboratively evaluates student learning outcomes to ensure students are prepared to meet employment competencies and pass licensure exams. All CTE departments that prepare students for external licensure and certification meet the requirements of their external accrediting commissions.

Course outlines of record (CORs) include evaluation measures that assure the stated course outcomes are aligned with licensing or certification examinations and requirements, as noted in Board Policy 104. Faculty complete comprehensive program planning and review every two years as part of the institutional program planning and review cycle.   **II.A.14.1 P104 Course Outlines**

Program advisory committees comprised of local industry representatives meet annually to discuss industry needs, expectations and changes relevant to CTE programs. Faculty, classified staff, administrators and advisors review the relevancy of curriculum, discuss labor employment market projections and facilitate collaboration. Additionally, programs in the Health Careers Division are accredited and governed by specialized professional government board/agencies that monitor and approve curriculum standards, competencies, resources and institutional support. The Health Careers Division also reviews and evaluates current data regarding student licensure passing rates to assure that these standards and competencies are met. **II.A.14 2 CD Advisory Minutes**;

I.A.14.3 CNA Testing App

II.A.14 Analysis and Evaluation

The college offers 12 vocational certificates and degrees and verifies and maintains currency of employment opportunities and external factors through a variety of means. Each new career-technical certificate or degree must include justification through enrollment and completer projections, labor market information, occupational demand data, a survey of prospective employers and a list of members of the CTE advisory committee who provided guidance in developing and reviewing the program.

In program review, CTE programs assess labor market demand, outcomes of advisory board meetings, student performance on licensure or board exams and employer surveys as appropriate. Each unit also reflects how the program meets the Perkins requirements. Programs with licensure/certification exams also set and assess progress toward standards. Each CTE program represents a pattern of learning experiences designed to develop competencies within a major or area of emphasis. Discipline faculty members select course offerings and prerequisites to create a sequence of courses leading to a degree in a focused area of inquiry or an interdisciplinary core. Degree programs begin with introductory courses and give the student an overview before beginning more focused study of the subject.

The college offers degrees that help students successfully pursue their educational goals, including transfer and career advancement. Examples include two premier vocational programs that provide exceptional employment opportunities for students in local communities. The Psychiatric Technician program is based on industry need with

the opening of Coalinga State Hospital (CSH) in 2005. The program remains impacted and graduates over 100 students each year; many are hired as pre-psychiatric technicians at the hospital, while waiting for their state certification results. With input from partners at CSH and student demand, the program was revised from 18 months to 12 to allow students to complete expediently and be trained and eligible for employment opportunities. **II.A.14.4 PT Admissions**

The college has a premier learning lab in the Farm of the Future sitting on two parcels of donated agricultural land totaling 213 acres with the vision to create a national model of agriculture education, specializing in integrated food, fiber and environmental systems from "farm to table." **II.A.14.5 PCA Webpage**

Standard II.A.15

When programs are eliminated or 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.

II.A.15 Evidence of Meeting the Standard

WHCCD Board Policy and Administrative Procedure 4021on program viability establish clear procedures for the creation, modification, and discontinuance of programs and curriculum. This policy further requires reviews to assess impacts prior to course or program discontinuance. WHCCD AP 4021 stipulates that current program students are not to be adversely impacted by program discontinuance. In tandem, these two policies ensure that when programs are modified or discontinued, the college is proactive in providing counseling and guidance to ensure minimal disruption to student educational plans and opportunities. This includes providing timely and appropriate course substitutions per the established course substitution process and may include directed study courses as necessary. This ensures minimal disruption to student educational plans and timelines for degree completion.

In instances when program requirements are significantly changed, students who maintain continuous enrollment have catalog rights to self-select either program of study. In these circumstances, impacted students are advised by counselors so as to make informed decisions that best meet individual student needs or desires.

II.A.15.1 BP 4021; **II.A.15.2 AP 4021**

Program and course revisions to improve institutional effectiveness is part of the Quality Focus Essay Action Plan #2 in three areas. College faculty would benefit from professional development strategies on program viability processes and Board Policy. In addition, a thorough review of current curriculum inventory with data on persistence and completion to align program outcomes with degree mapping will help with enrollment management, degree pathways and the Ellucian Colleague Student Planning module that is currently being implemented in student services.

II.A.15 Analysis and Evaluation

One possible outcome of the program viability procedure may be discontinuance (termination) of an existing program. If and when a program is eliminated or significantly modified, the college places students in comparable courses or programs and assists them in revising their educational goals.

In the event of impending program discontinuance, counselors advise students on alternate coursework and help them with the petition process for course substitution. The college makes every effort to maintain programs without disruption and assists enrolled students in their educational goal. The curriculum committee keeps the campus informed of any course or program changes and reports information to the Academic Senate.

Program discontinuance discussions can be initiated through the colleges' curriculum review process as well as through planning and governance councils. The process is described in the administrative procedure AP4021.

Standard II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

II.A.16 Evidence of Meeting the Standard

The quality and currency of all instructional programs is continually monitored through a variety of processes on campus, with the goals of improving programs and courses to improve student learning outcomes and achievement. These processes are listed here:

1. Comprehensive Planning and Review
2. Annual Planning and Review Outcomes Assessment
3. Curriculum Review
4. Viability Assessment

Comprehensive planning and review is the primary means of evaluating the effectiveness of the college's courses and programs in terms of their relevance, appropriateness, currency, future needs and plans, and achievement of learning outcomes.

Program reviews are completed for all collegiate, pre-collegiate, career-technical, and continuing and community education programs at the college. Some of the items included in the program review process are as follows:

- Its history as it relates to the college and its current impact;
- The mission and philosophy of each program and how they support the vision, mission and goals;
- Report on assessment results and resulting improvements and determined needs of the program;
- How current curricular offerings are meeting the needs of the student population;
- Comments and recommendations from advisory boards, university representatives, or other external agencies, and any plans or actions in response to their recommendations;
- How trends in enrollment, outcome and performance data, and course and program offerings impact the population being served.

All departments must evaluate their performance using the institution-set standards of success, retention, persistence, degree and certificate completion and transfers. Advisory committees provide input for CTE programs annually. **II.A.16.1 KPI Matrix; II.A.16.2 KPI Coalinga; II.A.16.3 WHCC ISS Report**

Curriculum review occurs on an ongoing basis, so every course outline of record is updated every five years, or earlier at the request of discipline faculty. Course outline updates require faculty to review and verify course content and objectives, currency of reading requirements, and a revalidation of requisites. As part of the curriculum review process, Distance Education addendums are reviewed to ensure delivery quality is comparable to face-to-face offerings.

During program review, each instructional program evaluates student achievement in the program. Department faculty are asked to analyze the demographic trends, success trends, success comparisons, equity gaps, and degree and certificate trends and discuss the implications for the program. The validation process provides the opportunity to insert commendations or recommendations to all academic programs. Short and long-term improvement plans are developed and implemented. **II.A.16.4 Math PR; II.A.16.5 English PR**

The process for evaluating not-for-credit and noncredit offerings is different. Courses are evaluated for meeting industry and potential employer needs and expectations. Improvements are based on student feedback, success and retention. At WHCC most not-for-credit (called contract training BP 4104) and noncredit offerings are small class, targeted classes such as Zumba, Forklift Training and Truck Driving. **II.A.16.6 BP4104**

II.A.16 Analysis and Evaluation

The Program Review committee has effectively integrated a culture of continuous evaluation and improvement into all college planning processes. All program reviews provide a description of progress made from the previous program review, data measuring achievements, and actual resource allocations. This program review process allows the institution to track and measure progress on program-level plans. Program faculty and staff at WHCC are committed to continuous improvement of instructional programs in support of student learning and achievement.

Based on the consideration of program evaluations, changes to courses/programs to improve student learning occurred with both basic skills English and math. Due to the low number of students successfully completing the basic skills courses, faculty developed a course for both English and math that does not count for college credit, but can be used as a co-requisite for the lowest level English and math (English 100/Math 100). Beginning in spring 2014 for English and fall 2015 for math and the integration of our Equity Plan, the program coordinator for equity monitored students in those basic skills courses who were doing substandard work from the beginning of the semester to plan intervention strategies and refer those students to the non-credit classes.

II.A.16.7 WHCC Eng 100; II.A.16.8 WHCC Math 100

When faculty collaborates on program review, the Office of Institutional Effectiveness, Research and Planning provides a team site on the portal for preliminary data and information. Those components include Program Trends, Program Degree Summary, Faculty Head Count (contract and adjunct), FTEF Totals (contract and adjunct) and Contract Overload for the department year. If additional data are needed, the Office of Institutional Effectiveness is the resource through which faculty can request additional information. Evaluation of program reviews assesses, analyzes and recommends if and how curriculum courses remain relevant to industry standards, college/state requirements for general educational completion and/or transfer requirements. If a program review results in relevant data to suggest going through program viability, it is recommended by the committee and that process goes through the College Planning Council for review.

Evidence: Standard II.A- Instructional Programs

II.A.1.1 BP4270 Review

II.A.1.2 AP4270 Review

II.A.1.3 CTEOS WHC Coalinga

II.A.1.4 P105 Types of Courses

II.A.1.5 BP1190 Occ Prep

II.A.1.6 Canvas Webpage

II.A.1.7 OIE Initiatives

II.A.1.8 Connected Learning

II.A.2.1 CAR June 2016

II.A.2.2 CD Advisory Minutes

II.A.2.3 CTA Contract 2016

II.A.2.4 Course Outline COR

II.A.2.5 ADT Catalog Page

II.A.2.6 WHCC DE Addendum

II.A.2.7 BASE Planning

II.A.2.8 Flight Description

II.A.2.9 3CSN Accelerated

II.A.3.1 CSLO Submission

II.A.3.2 SLO Assessment Day

II.A.3.3 IPR Template

II.A.3.4 NIPR Template

II.A.3.5 DQP Presentation

II.A.3.6 ISLORC Report

II.A.3.7 AS Minutes 102616

II.A.3.8 WHCC SLO Addendum

II.A.3.9 MATH 61Fall 2016

II.A.3.10 Adjunct Orientation

II.A.3.11 WHCC Protocols MM

II.A.4.1 CoReq Fall 16

II.A.4.2 AB288 Career

II.A.5.1 SB1440 Fact Sheet

II.A.5.2 AP4107

II.A.5.3 Degree/Guarantee

II.A.5.4 CBA SLO Eval

II.A.5.5 AP4021 Program Viability

II.A.5.6 Shulock PPT

II.A.5.7 Dept Finance Award

II.A.7.1 Equity 2015

II.A.7.2 Course Outline COR

II.A.9.1 BP4050 Articulation

II.A.9.2 AP4050 Articulation

II.A.9.3 Sample Artic

II.A.9.4 Strategic Plan

II.A.9.5 AP4100 Graduation

II.A.9.6 BP4100 Graduation

II.A.9.7 PSLO Math 2014

II.A.10.1 TES Website

II.A.10.2 DECC Website

II.A.10.3 Transfer Volume

II.A.11.1 CORE Competencies

II.A.11.2 ISLORC Report

II.A.11.3 AG GE DQP

II.A.11.4 AOJ DQP

II.A.11.5 DQP SLO BIO

II.A.11.6 DQP SLO POLSCI

II.A.12.1 BP117 General Ed

II.A.13.1 WHCC Catalog

II.A.13.2 WHCC Program SLO

II.A.13.3 PSLO GEOG

II.A.14.1 P104 Course Outlines

II.A.14.2 CD Advisory

II.A.14.3 CNA Testing

II.A.14.4 PT Admissions

II.A.14.5 PCA Webpage

II.A.15.1 BP Program Viability

II.A.15.2 AP Program Viability

II.A.16.1 KPI Planning Matrix

II.A.16.2 KPI Coalinga

II.A.16.3 WHCC ISS Report

II.A.16.4 Math PR

II.A.16.5 English PR

II.A.16.6 BP4104 Contract

II.A.16.7 WHCC Eng 100

II.A.16.8 WHCC Math 100

Standard II.B: Library and Learning Support Services

Standard II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (Fulfills Eligibility Requirement 17)

II.B.1 Evidence of Meeting the Standard

Library

The Rodney B. Fitch Library at West Hills College Coalinga supports quality instruction providing personnel and Library resources to meet students' needs. The library is currently staffed by a full-time librarian responsible for managing operations at WHCC and NDC campuses and by three full-time library technicians. The Rodney B. Fitch Library provides 58.5 weekly access hours with an average monthly gate count of over 20,000 and 44 weekly hours during the summer semester. Fall and spring hours are Monday to Thursdays from 7:30 am to 8:00 pm and Fridays, 7:30 am to 4:00 pm. summer hours are Monday to Thursday 8:00 am to 5:00 pm and Fridays, 8:00 am to 4:00 pm. The NDC library is staffed Monday through Friday 8:00 am to 12:00 pm and 1:00pm to 5:00 pm year-round.

West Hills Community College Coalinga Library continues to support student learning and achievement by offering access to current materials:

- E-Books
- Circulating books
- Reference books
- DVDs
- Reserve textbooks

Library services are led by a full-time librarian responsible for overseeing operations at both Coalinga and the North District Center in Firebaugh. Since the last accreditation visit, WHCC hired a second Library Technician and made the part-time Library Technician in Firebaugh a full-time position to provide 40-hour per week services there. In addition, institutional and federal work study resources are used to staff with temporary and student workers throughout the year. The Coalinga library provides students with:

- 39 desktop computers (updated 2015)
- 2 DSPS computers
- 6 private study rooms with white boards for students
- 47 TI-83 graphing calculators
- 20 iPads and 20 laptops
- Free Wi-Fi access
- 200 free copies allocated to students per semester

At NDC Library services include:

- 1 desktop computer
- 16 laptops
- 5 TI-83 graphing calculators
- Free Wi-Fi access
- 200 free copies allocated to students per semester

To help students with the high cost of textbooks, the library continues to build a collection which supports the institution's course offerings. Every semester the library purchases classroom textbooks for student usage in the library with select high usage textbooks available for overnight checkout. Over the last two years the library has enjoyed the influx of Equity money to significantly augment its reserve textbook collection. A Reserve Textbook LibGuide has been constructed to increase awareness of available textbooks. **II.B.1.1 LibGuide**

In 2015, the library switched to a new integrated library system called OCLCs WorldShare Management Services which allows for streamlined workflows and provides a range of reports based on local data. Acquisition, circulation, and cataloging/collection reports provide important data for staff to understand and track key activities and metrics over time. The college also added LibAnswers for students to get research help from staff through a chat function to assist students remotely**. II.B.1.2 WorldShare; II.B.1.3 LibAnswers**

Instructional Media Services

Instructional Media Services provides support to faculty, staff, and administration in the use of educational technologies to help better create a learning environment where all students can succeed. The college has standardized classrooms that include the following components: video data projector, screen, amplifier, AppleTV, audio cables, speakers, and connectivity including audio, video, and Ethernet for laptops. Media Services also provides 12 laptops for adjunct faculty and staff to check out on a temporary basis. (Media Services Inventory). Document readers are available in most classrooms for faculty use and the college has five classrooms and one conference room that are fully equipped with videoconference capabilities. **II.B.1.4 Inventory**

The media services department is led by a full-time Media Services Specialist (MSS). The WHCC MSS works closely with the district's distance-learning operations manager and the ITS department to ensure the success of technology used in videoconference classes. The media specialist also provides video and sound system set-up for campus activities, guest speakers, and presentations based on requests.

Information and training are provided through professional development presentations and on request. Faculty and staff place requests for media equipment and services via the electronic form available on the portal. Each year, to the extent the budget will permit, the oldest media equipment is replaced thus ensuring that instructional media needs are met. In spring 2016, WHCC launched a pilot classroom that contains advanced equipment and technology to improve teaching and learning, while also being more user friendly. In fall 2016 all classrooms were equipped with this technology. Examples include a new Epson interactive projector, Doceri interactive whiteboard and screencast recorder and a wall plate to manage input connections including VGA, HDMI and video components.

Tutoring

Both WHCC and NDC campuses offer tutorial services to all students free of charge. The tutorial department is led by a full-time tutor specialist who oversees both campuses. All tutoring services are fully funded by general funds, special programs and grants.

The tutorial center was relocated to a quieter area within the library in 2014 and renamed the Learning Center. At the same time, the tutorial department expanded to offer more services to students. The creation of Supplemental Instruction (SI Brochure) allows the tutors (leaders) to help students with specific course subjects and provided iPads for SI leaders. Along with walk-in tutoring and SI, the tutorial department offers scheduled tutoring when requested. In addition, Conversational Partners are available to assist international and ESL students in their efforts to improve English speaking. **II.B.1.6 SI Brochure;   II.B.1.7 Tutorial Schedule**

All tutors and SI leaders must enroll and successfully complete a tutor training course (NC-50 COR) to become and remain a tutor or SI leader. This is a semester long course that teaches prospective and current tutors the techniques, approaches and skills that will help them be more effective tutors/SI leaders. Students receiving tutoring services are required to enroll in NC-100 (COR), which serves as registration and allows for tracking of all students engaged in tutorial services**. II.B.1.8 NC50 COR**

The Disabled Students Program and Services (DSPS) provides tutors for their program, and students receive tutorial services in the DSPS lab. The DSPS program works with the Learning Center to train tutors on learning disabilities.

All tutors are centrally coordinated through the tutorial center and are tracked by SARS Trak software. Tutor/client surveys are given every semester to assess if the tutorial program is meeting the needs of students. Tutorial services are marketed through in-class presentations at both the Coalinga campus and North District Center, flyers, website, and emails to all subscribers.   **II.B.1.9 SARS Trak**; **II.B.1.10 COA**; **II.B.1.11 NDC;** **II.B.1.12 Training Manual**

II.B.1 Analysis and Evaluation

The library continues to support student learning by increasing its collection, updating systems with current technology, and introducing new services available to students and faculty. At WHCC, students and faculty have access to 20 laptops and 20 iPads to use within the facility. The library maintains a redesigned web site that provides on campus and off campus access to the catalog, databases, and general information. The library provides online databases, e-books, periodicals and media resources. Students have access to an over 36,000 volume book collection. The library's collection includes resources in basic skills and English as a second language (ESL). The library maintains a collection of over 2,100 DVDs based on the input from students and faculty.

Faculty support

Faculty can request LibGuides to support instruction with resources for specific topics related to the class. The librarian gives in-class workshops on the library's services, databases and catalog to build information competency skills.

In addition, faculty can email the librarian and/or library staff to request support services for their respective classes. The library has developed a training manual for the temporary and student workers. The training manual contains information pertinent to library policies and procedures. In fall 2015, the library website was redesigned and a new large screen TV was place in study room C9 to better assist student collaboration.

The library schedules regular reference desk hours to support student learning and services in the library. Additionally, in 2013, the library purchased a new streaming video database called Films on Demand. In the summer of 2015 the library purchased four new library display fixtures for a more prominent display of select materials. The library continues to support student learning by increasing its collection, updating systems with current technology, and introducing new services available to students and faculty.

At WHCC, students and faculty have access to 20 laptops and 20 iPads to use within the facility. The library maintains a redesigned web site that provides on campus and off campus access to the catalog, databases, and general information. The library provides online databases, e-books, a quality book collection, periodicals and media resources. At this location, students have access to an over 36,000 volume book collection. The library's collection includes resources in basic skills and English as a second language (ESL). The library maintains a collection of over 2,100 DVDs based on the input from students and faculty.

Standard II.B.2

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.

II.B.2 Evidence of Meeting the Standard

The librarian's selection of material is based on relevancy to curriculum, diverse viewpoints, circulation and research database usage statistics, and requests. Faculty input to collection development is a result of individual contact with instructors. When new materials are processed, faculty are advised via email of new holdings in their curricular area. New books are promoted for students at a special display section. The library maintains a collection of reserve textbooks for classes. Reserve materials may be used for 2-hours periods or overnight. The library's databases and online catalog is available to off campus and online students.

Collection development relies primarily on input from faculty and follows the library's collection development policy. The librarian regularly requests information from faculty regarding course assignments, research topics and specific title requests. This information serves to guide the collection development and acquisition. Further, the librarian conducts classroom visits and tours of the learning center. Regular contact with faculty is conducted during the curriculum development and revisions process via the Learning Resource statement in the curriculum committee's Course Outline of Record (COR) form.

II.B.2 Analysis and Evaluation

The college librarian works with faculty, staff and administrators to ensure that the library and learning support services are available for students in all educational programs offered by the college. Through on-campus (including NDC) and online formats, library staff ensure that students have access to and can utilize resources and services, regardless of their location.

WHCC relies on input from faculty and staff to select appropriate educational equipment and materials to support student learning, which align to the college mission. The library continues to improve computer services and access for students. In order for students to be successful in their classes, it is important to have current software and computer programs with strong support from the District's Information Technology (IT) Department and Media Services staff, including connectivity, hardware, software, as well as staffing to support the programs and computers. The college adequately funds library services. For example, the college uses multiple funding sources to purchase new books, including replenishing and updating its collection.

Standard II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results as the basis for improvement.

II.B.3 Evidence of Meeting the Standard

The West Hills Community College Coalinga library uses various methods to evaluate its services and collection to assure sufficiency in meeting students' needs. Assessment occurs through evaluations, student and faculty surveys, SLOs, participation/usage data and a suggestion box placed in the library to collect informal feedback. In addition, the Library/Learning Resource Center is in program review.   **II.B.3.1 Program Review**

Data collected on a monthly basis include: circulation, gate counts, database usage and printing and copying counts. The various surveys administered evaluate the usage and satisfaction of resources and services available through the library/learning resource center. These surveys also serve as a means to solicit advice and recommendations from faculty and students. The curriculum process requires instructors to contact the librarian about materials to support courses going through curriculum review. Through this contact, the librarian and the faculty member review available resources and discuss recommended resources to add to the collection.

In fall 2015, an extensive review of WHCC's supplemental instruction program was carried out by the District Office of Institutional Effectiveness, Research and Planning. The SI report looked at attendance at supplemental instruction workshops and course success rates for courses that used supplemental instruction.

Student learning outcomes have been developed and assessed for the Library (SLOs), Tutorial Center (SLOs) and NC-50, the course that trains tutors and supplemental instruction leaders. All collected data through the various assessment forms, including SLOs, are presented to and discussed with library staff. When appropriate, administrators and non- Library/Learning Resource Center faculty and staff are included in the discussion.

The library has a sufficient assortment and depth of materials and resources to meet the learning needs of the college's diverse students. The library provides instruction in variety of ways and assesses competencies in information literacy. The learning center provides academic support to many disciplines and subjects each semester in a variety of delivery methods, including face-to-face, online, one-to-one, small group tutoring sessions and small group workshops. SLOs are used to measure student achievement of objectives and results demonstrate the library and learning center are effective in teaching students the defined outcomes.

II.B.3 Analysis and Evaluation

SLOs have been developed and assessed for all areas the Library/Learning Resource Center. Regular assessments are conducted and used as the basis for improvement. Some of the changes that have occurred as a result of assessment include:

- Four new group study rooms were opened as the result of the 2011 SLO that indicated there was a heavy demand on the existing group study rooms
- Subscriptions for the magazine collection at Coalinga and NDC were modified as a result of the 2013 magazine survey
- Student interest and need of computer tablets were demonstrated in a survey which resulted in the purchase of 20 Apple iPads in fall 2014

The SI committee used the SI report from fall 2015 to assist in course selection, identify trends and analyze attendance patterns. It has also resulted in a rethinking of the model of SI in an effort to find a more efficient way to deliver the supplemental instruction service. **II.B.3.2 SI Report; II.B.3.3 Library SLOs; II.B.3.4 Tutorial SLO's**

In the tutorial department Spring 2016 survey students were asked to rate the statement "I made use of online tutoring by SmartThinking and I have improved because of it."   **II.B.3.5 Various Surveys**
The results were:
- 31 students evaluated
- 22 students answered
- 3 strongly disagree / 2 disagree / 7 neutral / 6 agree / 4 strongly agree

In January 2017 NetTutor will replace SmartThinking and Title V funds will be used to market the service and help students to become aware of the benefits of tutoring and how to effectively access online tutoring. The move to NetTutor is to follow the State's Online Education Initiative (OEI) recommendation due to quality improvement and NetTutor's interface with Canvas, the OEI recommended Learning Management System. The library user survey that was administered in spring 2013 is currently being reviewed by library staff with the goal of using the revised survey as a regular assessment tool to be administered late in the fall semester of each year. The results of this survey will be analyzed in the spring with library staff, college administrators and faculty to make plans for improvement to be implemented in the following academic year. **II.B.3.7 User Survey**

Standard II.B.4

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 assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. [Fulfills Eligibility Requirement 17]

II.B.4 Evidence of Meeting the Standard

The libraries at West Hills College Coalinga and NDC cooperate with West Hills College Lemoore to provide intra-library loan services for books and videos. The library participates in the Community college Library Consortium to purchase the majority of its research database at special consortia pricing. Until disbanded in 2015, WHCC was an active member of Heartland, a regional library network. The college has agreements with OCLC for its WorldShare Management Services and EZProxy, which allow access to library materials from off campus locations. The library has desktop computers licensed with specific student-oriented software, such as Microsoft Office, Adobe products and Browserlock. In addition, the District will transition from SmartThinking to NetTutor January 2017 to provide online tutoring services that augment face-to-face tutoring and ensure access to online students.

The institution takes responsibility for assuring library security through the use of security gates which are located at the entrance of the library and through the use of library book magnetic security strips (tattle-tape). All items are tagged with a magnetic security strip and checked out through our OCLC system. All audiovisual materials are checked out through the media service specialist via online or through a checkout form located in the library. The library staff performs a bi-annual inventory of the library's collection. To ensure the correct circulation status of library materials, a triple check system is performed before items are reshelved.

II.B.4 Analysis and Evaluation

WHCCD libraries cooperate with other community college libraries and provide an intra-library loan system for books and purchase for most of its electronic resources. WHCC's membership in the Community college Library Consortium affords the opportunity for the college to subscribe to electronic databases at reduce rates. WHCCD's intra-library program provides students with access to additional resources that the college does not currently own.

Evidence: Standard II.B - Library and Learning Support Services

The above link has evidence for Standard II

II.B.1.1 Lib Guides
II.B.1.2 WorldShare
II.B.1.3 Lib Answers
II.B.1.4 Inventory
II.B.1.5 Tech Fair
II.B.1.6 SI Brochure
II.B.1.7 Tutorial Schedule
II.B.1.8 NC50 COR

II.B.1.9 SARS Trak
II.B.1.10 COA
II.B.1.11 NDC
II.B.3.1 Program Review
II.B.3.2 SI Report
II.B.3.3 Library SLOs
II.B.3.4 Tutorial Center SLO's
II.B.3.5 Various Surveys
II.B.3.6 Library Survey

Standard II.C: Student Support Services

Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. [Fulfills Eligibility Requirement 15]

II.C.1 Evidence of Meeting the Standard

The staff in student services is a dedicated group of people who come in contact with students to serve their matriculation needs and oftentimes get to know them personally. The quad area and life-size chessboard is where on any given day, staff can exchange pleasantries with students, ask how they are doing and find out if the student needs additional assistance. Online students are contacted by their success team to ensure the same level of service is awarded to them during the course of the semester. **II.C.1.1 SS Team Report**

All students, regardless their location or means of delivery including distance education have equitable access to an array of services including:

List of Support Services and Location

Support Service	Coalinga	NDC – Firebaugh		Online/Phone
Admissions	✓	✓		✓
Assessment	✓	✓		Computer based
Career Development	✓	✓		✓
Counseling	✓	✓		✓
DSP&S	✓	✓		✓
EOP&S, CARE, CalWORKs	✓	✓		✓
Financial Aid/Scholarships	✓	✓		✓
Foster Youth Alliance	✓	✓		✓
Orientation	✓	✓		✓
Registration	✓	✓		✓
Transfer Services	✓	✓		✓
Veterans Services	✓			✓

The College assessment of these services is ongoing and occurs by collegial dialogue in monthly meetings, developing action plans/task logs from those meetings, revising the Colleges' Student Support and Success Plan (SSSP) which meets the mandates of the SB 1486, counseling and exit surveys and the WHCC Student Success Scorecard. One of the most significant faculty staff development sessions was on Student Support ReDefined (RP Group) that reaffirmed the approach to student services by simply and effectively engaging students with the assistance they need to succeed. **II.C.1.2 SSSP Plan**; **II.C.1.3 Counseling Survey**; **II.C.1.4 WHCC Student Scorecard**; **II.C.1.5 Student Success ReDefined**; **II.C.1.6 C&A Agenda 110416**

To implement the Student Support and Success Plan (SSSP) broad sections of campus constituents worked together to implement the Student Support and Success Plan (SSSP) to improve core services provided in student services: Orientation, assessment, registration, counseling and advising and follow-up with at risk students. In the college

effort to address access and achievement gaps, the 2015 Student Equity Plan was developed to align with the SSSP Plan with the foundation of the colleges' core goals in the draft EMP 2014-19 as a guide. **II.C.1.7 EMP Draft**

To integrate services from both plans, in fall 2015, the Vice President of Instruction and the Vice President of Student Services formed the Basic Skills Student Equity (BASE) committee to provide direction and support on improving student services and interventions with identified disproportionate groups. The three goals formed from this committee are to improve access, success and retention for these students – all key elements in the college mission. Membership includes faculty, classified staff and students who met twice in the 2015-16 academic year. This committee will continue to serve as the foundation for planning and implementation for all things connected to student services and equity. **II.C.1.8 Base Agenda 2015; II.C.1.9 BASE Planning Notes**

WHCC respects and invites student input on the improvement of core services. The Office of Institutional Effectiveness, Research and Planning sends out an exit survey to all graduating students at the end of each academic year. In the last six years, 361 students participated (28% participation rate). However, despite the low response rate, the data are positive. Students were asked level of satisfaction on a scale of 1 (low) to 5 (high) on the components in the SSSP plan and data supports that the students are satisfied to very satisfied with the delivery of services, no matter of location or mode. **II.C.1.10 Exit Survey**

WHCC District supported an institutional commitment to priority registration that was already offered to the categorical program students. Prior to spring 2012 registration, the college developed a priority registration tier that rewards students for having an educational plan. Our priority registration is a tiered approach that allows students to register over a 7-day period based on criteria before open registration occurs for everyone. Students are notified of priority registration through their portal and supplemental marketing takes place with flyers/posters, social media and counseling success team cohorts. **II.C.1.11 Notification**

WHCC implemented Registration 365 (REG365), the year round registration procedure that allows students to use educational plans and secure their classes for an entire year (summer, fall and spring). REG365 was a consequential redesign of our enrollment process. Where traditionally a student registers for the summer and fall terms during April and wait until November to register for the subsequent spring semester, REG365 allows students to schedule a full year's worth of courses at one time. This change emphasized to students the importance of completion-oriented educational planning, rather than a term-to-term view of class registration and enrollment. This process earned a Department of Finance Innovation Award in 2014 and a recent third-party evaluation is showing correlation and success in student unit-load and completion. **II.C.1.12 Dept Finance Award; II.C.1.13 Shulock**

II.C.1 Analysis and Evaluation

The alignment of the draft EMP Core Goals 2014-19 with the Student Success and Support (SSSP) and Equity and consistent departmental interaction are guides the college uses in evaluating the quality of student services. Core Goal 6 in the EMP states the college will "provide new and expanded opportunities for faculty and staff development that support an atmosphere of excellence in academics and student support services." Staff development opportunities that are designed to inspire and energize faculty usually result in inspiring and energizing students to complete their academic goals. Both SSSP and Equity were developed in the 2015-16 academic year. The Basic Skills and Equity committee (BASE) reconvened in the fall to review preliminary data of intervention strategies. Some of these strategies included multiple classroom visits during benchmark dates through the semester and dedicated staff for referrals from faculty on students falling behind.

WHC Coalinga assures the quality of services through regular evaluation, program review and input from faculty, staff and students. The Non-Instructional program review cycle occurs every three years and each student support service program completes a report. This process includes a department-level analysis of services offered, adequacy of staff and identified/projected budget resource needs. At the end of each semester, programs assess student learning outcomes and review these outcomes for strategic planning and activities for improving the quality of the college's student services. Monthly meetings are scheduled regularly to go over new initiatives and discuss improving services. **II.C.1.14 NIPR Cycle 2016**

Student Support ReDefined was a staff development presentation in fall 2013 that emphasized the importance of all support staff, from groundskeepers to food services staff, from secretarial support, to counselors, as well as faculty and the President, with the understanding that we all have a role to play in student achievement. The SSSP and Equity funds provide the college with much needed resources to expand and improve access to college support services. As an example, the college mission commits for students the "opportunity to achieve their educational goals" by providing the core services needed to become a college student. The Equity plan addresses those students in identified disproportionate groups for whom we focus particular attention on access, retention and completion of courses, degrees, certificates and transfer. Program review provides the opportunity to improve all areas of student services to prepare the student for learning in the classroom. Follow-up services engage the student in linkages to key programs and staff on campus.

WHC Coalinga implemented priority registration in 2012, two years before mandated by SB 1456. Students are eligible to register in tiers, over a period of eight days before open registration begins for all students.

Priority registration tiers
- First Tier: Students who are eligible as a member of the armed forces or a veteran, foster youth or former foster youth, eligible and receiving services through CalWORKs, Disabled Student Programs and Services (DSPS) or Extended Opportunity Programs and Services (EOPS)
- Second Tier: Members of the West Hills college President's Scholars Program
- Third Tier: Student Support Services (SSS TRiO, Upward Bound) students; continuing students with at least 45 completed or in progress units; and potential graduating high school seniors
- Fourth Tier: Continuing students with between 30 and 44.9 completed or in progress units
- Fifth Tier: Continuing students with between 15 and 29.9 completed or in progress units
- Sixth Tier: Continuing students with less than 14.9 completed or in progress units, all other eligible first time students

Small things build connections with students – answering the phone, interacting with students accessing computers while doing their application, acknowledging them as they walk to class – our students are encouraged by the attention staff provide and commonly show their appreciation after they have graduated/transferred through emails and texts. Counseling offices are dotted with photographs from current and former students documenting awards, graduation or simply a memory with staff. This experiential feedback is evidence of the quality of the support services offered at Coalinga and North District Center (NDC) in Firebaugh that inspire our students for success.

Standard II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

II.C.2 Evidence of Meeting the Standard

Student services at WHC Coalinga engages in a diverse and comprehensive set of evaluations for learning support outcomes such as student retention, persistence, course completion, educational goals, transfer rates and the use of appropriate and relevant services. The Office of Institutional Effectiveness, Research and Planning developed a student services team portal site for all relevant data needs. Student services departments routinely assess this research and produce their own data through student learning outcome assessments and surveys. These data are used to improve services, analyze staffing requests and develop new initiatives. These elements are reported through the Program Review committee (PRC) process scheduled on a three-year cycle. Student services staff would benefit from professional development opportunities to learn about program assessment and integration of program review to resources and evaluating for institutional effectiveness. The Quality Focus Essay Action Plan #1/Professional Development is planned for this activity.

Another method the college used to assess learning support outcomes was participation in the Community College Survey of Student Engagement (CCSSE) completed spring 2015. Benchmarks for the CCSSE include active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. WHCC scored a 58.4%. This is only 1.4% below the 2015 top performing colleges (59.8%) in support for learners. This was defined as a "college that provides important support services, cultivates positive relationships among groups on campus and demonstrates a commitment to their success." **II.C.2.1 CCSSE 2015**

Student services is getting back on track with annual assessment of student learning outcomes and program review cycle that occurs every three years. The Student Success and Support Program and the Student Equity plans were due at the state Chancellor's office in the same year (2015). Those reports took a tremendous amount of time to complete, using the same data faculty use for program review. Student learning and non-instructional program outcomes are assessed on a three-year cycle for all student support service programs. Each categorical program is required to submit an end-of-year report to the Chancellor's office that outlines accountability tied to program goals and objectives. Each student services program also assesses and evaluates student learning outcomes for their effectiveness so that changes can be implemented prior to the start of a new semester. Improvement strategies for student success are also discussed at length in monthly counselor/advisor meetings and implemented when needed instead of waiting for program review to occur. **II.C.2.2 CARE**; **II.C.2.3 NISLO**;
II.C.2.4 PR Schedule

Distance education students and students who prefer not to access services face-to-face have online counseling available to them and a dedicated platform for those modalities. The college also uses Skype for Business which will be explored as an option in the spring 2017 through the Technology Advisory Committee. Student services staff can send referrals to the designated counselor for an online counseling appointment. **II.C.2.5 Askacounselor**; **II.C.2.6 Online**

The Scheduling and Reporting System (SARS) Grid is used for tracking student contacts in all the key elements of the SSSP mandates. The college uses this data to target populations who have not completed the components and using the case management approach with the counseling staff, communicates with the student to inform them of what they are missing. **II.C.2.7 SARS Anywhere**

II.C.2 Analysis and Evaluation

Student services has completed outcomes assessments on the cycle referenced in evidence. The counseling and advising program review and categorical program evaluation has led to numerous improvements on orientation, online and face-to-face counseling, student follow-up and our premier year-round registration, REG365. WHCC continues to focus on improvement and operate effectively within the college's established governance structure to identify needs, formulate interventions/planning, acquire resources and evaluate learning support outcomes. Student services staff met in December 2016 to review administrative unit outcomes (AUOs) student service outcomes, (SSOs) program review cycles and develop a mission statement. **II.C.2.8 AUO Tracking;**
II.C.2.9 SS AUO Dec 2016

Program reviews are developed and reviewed in student services meetings, President's Executive Cabinet (PEC), and Budget Resource committee (BRC) and they are approved at the College Planning Council (CPC). Resource allocation and prioritization from these program reviews are brought forward and discussed based on evidence presented in program review. Most all categorical programs in the last few years have been amply funded: SSSP and Equity, EOPS/Care was restored to before funding cuts in 2009 and all programs go through and end of the year review. The college is meeting its district match in all required programs. **II.C.2.10 2015 PR Priorities**

Standard II.C.3

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. [Fulfills Eligibility Requirement 15]

II.C.3 Evidence of Meeting the Standard

WHCC and the NDC offer a comprehensive set of services from the moment a student applies to the College. Beginning with the application available 24/7 online, there is also a paper/pencil version for our student populations without internet access usually due to geographical impediments or incarceration. Students are assigned a student success team based on their declared major and this team is led by counseling staff. The team includes an advising specialist and student services technician to assist in their needs and students are frequently contacted by their team members. Distance Education students are also tracked on the WHCC student services portal team site by their assigned counselor and communication begins after admission. **II.C.3.1 SS Team Report**

While the portal is available for all services except assessment testing 24/7, Coalinga hours of operation for help with student services and support programs are Monday through Friday from 8am-5pm. The North District Center is open from 8am-9pm Monday through Thursday and 8am-5pm on Fridays. Evening hours of operation are scheduled by program demand (financial aid, athletics as examples) and staff accommodate additional weekend hours during high peak registration periods.

Prospective student outreach begins from the WHCCD website with the application for admission. During the academic year staff visit District high schools, attend outreach events and send follow-up information to students who are tracked on our college portal (High School Priority Summary report) and in the SS Team reports. Current students have their own student portal that allows them access to resources such as financial aid, registration appointments, unofficial and office transcripts, grades, fees owed, refunds and payments.

II.C.3.2 HS Priority Report

WHC Coalinga offers a comprehensive online orientation that is given prior to placement testing, is shown in various courses during the first week of instruction (college Success, Health & Hygiene, Career Planning) and tracks student completion for MIS reporting. All students accessing the online orientation are informed of the availability and eligibility criteria for categorical programs including EOPS, CARE, CalWORKs, DSPS, Foster Youth and TRiO. Students can choose the open online orientation on the WHC Coalinga website or go through the student portal to do a more comprehensive orientation. The portal orientation offers a pre- and post-test that is compliant with the mandates of SB 1456. **II.C.3.3 Online Orientation** **II.C.3.4 Comevo**

Currently, students are required to take a Chancellor's office approved assessment test on campus or provide assessment scores or transcripts from another college to clear prerequisites. The college has used the college Test of English Placement (CTEP) and the Math Diagnostic Testing Project (MDTP) since 2002. Both are approved by the Chancellor's office. **II.C.3.5 CO List**

Student success teams monitor educational plan completion with their student cohorts updated on the portal team site. A "first year" educational plan is developed after completion of admissions, orientation and testing to help the students understand their first semester of classes and how their educational plan aligns with their declared academic goals. A comprehensive educational plan is then developed after the first semester to outline coursework and provide the student with a clearer understanding through degree or certificate completion. Students without an educational plan are consistently contacted through banners, flyers and social media to complete this important activity. It is also a component of priority registration. **II.C.3.6 Student Ed Plan**

Distance Education students have been able to access staff through a virtual/online environment (CCCConfer Link) with designated counselors/advisors since fall 2015 and are provided the same opportunities for learning about

student services as the traditional face-to-face student. All of our counselors have distance education (online) students as part of their "team" cohorts and contact them regularly to provide outreach and direct them to information on the web. **II.C.3.7 Online Counseling Site**

The college Transfer Center website offers information and links students need to complete the transfer process. Assist.org is an online articulation/transfer information system that helps students and their counselors plan appropriate coursework to transfer to colleges in the UC and CSU systems. The Career Center webpage provides online resources include: CA Career Café, "What can I do with this major?" and assessments. The website also hosts a series of webinars with various UC's and CSU's, arranges virtual university appointments with universities out of the area and participates in online career/transfer fairs/open house activities. **II.C.3.8 Transfer; II.C.3.9 Career Center**

Student follow up is done in collaboration with the student success teams, their cohort tracking and with the Program Coordinator for Student Equity. This new position was created with equity dollars to improve access, basic skills/ESL and course completion, degree and certificate completion and increase transfer rates amongst the college's identified disproportionate groups. Students on academic dismissal or probation are contacted by their team counselor to make an appointment for updating their educational plan and discuss strategies to get back on track. The student meets with their team counselor after being identified through email as being on probation or dismissal. The student enters into a Student Success Contract that outlines responsibilities of the student to stay on track and seek counseling services more often. **II.C.3.10 SS Contract**

Tutoring services are available to students in the Learning Center in the Library at both the Coalinga and North District Center. Equity dollars have helped augment the services at both locations with supplemental instruction, tutoring and additional staff to allow the center to remain open and accessible.

II.C.3 Analysis and Evaluation

Services are designed to assist students to meet their goals and succeed academically and are comprehensive in nature in that they assist students from entry to exit: admissions and records, assessment and orientation, counseling, educational planning, financial aid, career development, transfer preparation and student follow up. Counselors have student cohorts and contact information in their success team portal site and send students communications frequently on college information, deadlines and specifically on their academic status.

The online orientation was revised to meet the requirements of SB1456 and is accessible from the open webpage and the student portal. The college uses the ComEvo platform where the uploaded information to the college Ellucian Colleague system and into SARS for MIS reporting. Further access to important links of information will be imbedded in the Canvas Learning Management system through our office of Connected Learning.

The graph below shows the full array of services that are tracked with the Scheduling and Reporting System (SARS) that are also used for MIS reports. Using the unduplicated head count of 4500 for 2014-15 this shows that students are taking full advantage of college services.

2014-15 SARS Contacts

Category	Value
COUNSELING	10,529
ORIENTATION	1869
ED PLANS/ABBREV	1214
ED PLANS/COMP	1129
PLACEMENT TESTING	998
TRANSFER CENTER	947
WORKSHOPS	564
ACADEMIC FU/DISMISSAL	321
CALWORKS	138

Students are required to take the placement test to assess level of English and math. Counselors also use multiple measures that include GPA, level of and recency in last English or math and grades in those classes. However, data from the California Accelerated Project from California Community colleges' Success Network show that the more levels of developmental courses a student must take, the less likely they are to complete. Counselors use high school transcripts in the multiple measures assessment to move students up in sequence if their grade point average (GPA) and grade in last English/math course met the criteria of the California Accelerated Project recommendations. The college will be evaluating the use of the statewide common assessment instrument when available.

II.C.3.11 3CSN Pathways

A CCCConfer "chat" room was developed by a counseling staff person and sessions are scheduled regularly throughout the semester. All students including distance education have access to Academic Tracker 24/7 through their portal so they can see their degree progress.

To ensure the quality and effectiveness of these services, all programs are evaluated every three years based on the colleges' Non-Instructional program review cycle. To ensure equitable access to all services throughout service areas, all services are provided at the main campus in Coalinga and the majority of services are provided at the North District Center.

WHC Coalinga Counseling/advising staff and support teams are in touch with students needs through outreach efforts in classrooms, equity activities, counseling appointments, workshops and general interaction with students on campus. Monthly Counseling/Advising meetings are scheduled where discussion takes place on how to better serve students. Surveys conducted with exiting and graduating students show that it assesses the students' need for services regardless of location. **II.C.3.12 C&A Minutes 2016**

Standard II.C.4

Co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

II.C.4 Evidence of Meeting the Standard

WHCC provides comprehensive education and training opportunities consistent with its mission and goals and enjoys a rich history of athletic success and participation from its students and the community. WHC Coalinga supports six intercollegiate sport programs throughout the academic year:

- Football
- Basketball
- Baseball
- Women's Volleyball
- Women's Softball
- Coed Rodeo

The college makes decisions regarding adding co-curricular/athletic programs based on sound educational policy and integrity. Board Policy 123 states:

The Board supports intercollegiate activities as an integral part of the total school experience. Administrative approval is necessary for implementing programs and shall require all facilities utilized in such programs be properly safeguarded both from participants and spectators. The board shall provide for participation by students and staff in co-curricular activities conducted within and outside the state, held in conjunction with the educational program of the District. The Board will assume expenses permitted by law subject to an annual budget review. The fiscal management and general supervision of the intercollegiate activities shall be under the direction of the chief student services officer (CSSO). **II.C.4.1 BP123**

WHCC's athletic department includes six head coaches and 14 assistant coaches under the guidance of a full-time athletic director. The college's sport programs observe all codes, policies, procedures and bylaws established and administered by the California Community college Athletic Association (3C2A) and is a member in good standing of the Central Valley Conference and the Northern California Football Conference. The institution evaluates the effectiveness of its co-curricular athletic programs by cyclical non-instructional program reviews. A recommendation for financial and staffing resource needs is submitted to the BRC for review and final recommendations are submitted to the College Planning Council. **II.C.4.2 CVC Conference;**
II.C.4.3 AD PR; II.C.4.4 2015-16 Budget Priorities

Annual gender equity and financial reports are submitted to the U.S. Department of Education Equity in Athletics Disclosure Report and to the CCCAA to provide statistics and information to the public. The District Foundation Office is responsible for all auxiliary money for all athletics and co-curricular clubs. There are three forms for that the coach or club advisor must submit in the planning process of a fundraised activity. A fundraising event application, an event reconciliation form and a deposit form. Proper approvals and controls are in place and documented to ensure that all funds are appropriately accounted for and done within the parameters of the foundation reporting guidelines. **II.C.4.5 Fundraising; II.C.4.6 Reconciliation; II.C.4.7 Deposit**

Memorable college experiences often include more than classroom instruction. WHCC has a number of programs in which students can become involved. The Associated Student Body (ASB0 oversees all clubs (co-curricular) on both the Coalinga and North District Center. The same procedures apply to all fundraising events. All co-curricular programs must be approved by ASB with by-laws outlining procedural standards before a fundraising event can be scheduled. Other co-curricular programs are TRiO Club, International Student Club, Performing Arts Club, Phi Theta Kappa Honor Society, Residence Hall Association and the Anime Club.

Title IX requires that the athletics programs meet the interests and abilities of each gender. West Hills College Coalinga conducts an athletic interest survey for evaluation, research and planning purposes that is used along with other information to determine if the college is effectively accommodating the athletic interests and abilities of its students, including whether to add additional teams. The responses are received through our application for admission (*CCCApply*) on a monthly basis, discussed in departmental meetings up to the College Planning Council.

The college makes decisions on adding additional sports based on sound educational policy and recommendations from these constituent groups. **II.C.4.8 EADA Report; II.C.4.9 Athletic Survey**

II.C.4 Analysis and Evaluation

Athletics is one of the means in Coalinga that provides rich opportunities for students. Six intercollegiate teams with student athletes from all over the U.S. and abroad come together to form a common bond to garner a sense of belonging, team-building and sportsmanship with the goal of fostering success both on and off the field of competition. The college has institutionally and financially committed to the role of athletics in supporting a vital college environment.

Through Board Policy and Title IX, the CCCAA self-study, the college program review process and athletic interest survey activities WHCC ensures that the college conducts its co-curricular/athletic programs based on sound educational policy and integrity. These programs actively engage in the program review process as well as the colleges' annual planning and budget allocation. The Athletic Department completed their latest program review in 2014. The co-curricular and athletics programs offered by WHCC reflect the interests of the local and surrounding communities. Institutional control and oversight is woven throughout policy and protocol.

II.C.4.10 Title IX Webpage

Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

II.C.5 Evidence of Meeting the Standard

West Hills College Coalinga (WHCC) and the NDC provide a comprehensive level of counseling and advising services, both face-to-face and online, to assist students with their academic, personal and career needs. WHCC Student Success Scorecard information indicates that the student-to-counselor ratio was 458 to 1 in the 2013-14 academic years; significantly lower than colleges in the region. **II.C.5.1 WHCC Scorecard**

All students access counseling and advising appointments at both the main campus and the North District Center, year-round and 24/7 both in person and with the eSARS system. Through their portal, students can make appointments with their team counselor from any internet access. Distance education students or students unable to visit these sites can access services by phone, email, online or drop in counseling. During fall 2015 the college integrated an online counseling site through CCCConfer and offers a dedicated counselor providing those services. **II.C.5.2 SARS Anywhere**

The college began utilizing the Regroup Mass Notification software in fall 2016. Training on the usage and protocols to collaborate more effectively with internal and external stakeholders followed. This innovative tool improved emergency communications with students and offers relevant and timely college information using technology students are familiar with: their phone. **II.C.5.3 ReGroup**

Educational planning is the central nervous system for student success. The saying "*If you don't know where you're going, any road will take you there*" rings true for a student without and educational plan. Increasing the institutional effort and awareness regarding educational plans is a student success goal (SSSP). With over 80% of students having an education plan on file (link to graph), this tool provides students with a timely, useful and accurate understanding of their program of study.

Percentage of Students with an Educational Plan

(Based on Students with a Degree, Certificate, or Transfer-Seeking Educational Goal)

Term	Percentage
Fall 2009	35%
Fall 2010	51%
Fall 2011	66%
Fall 2012	73%
Fall 2013	77%
Fall 2014	80%
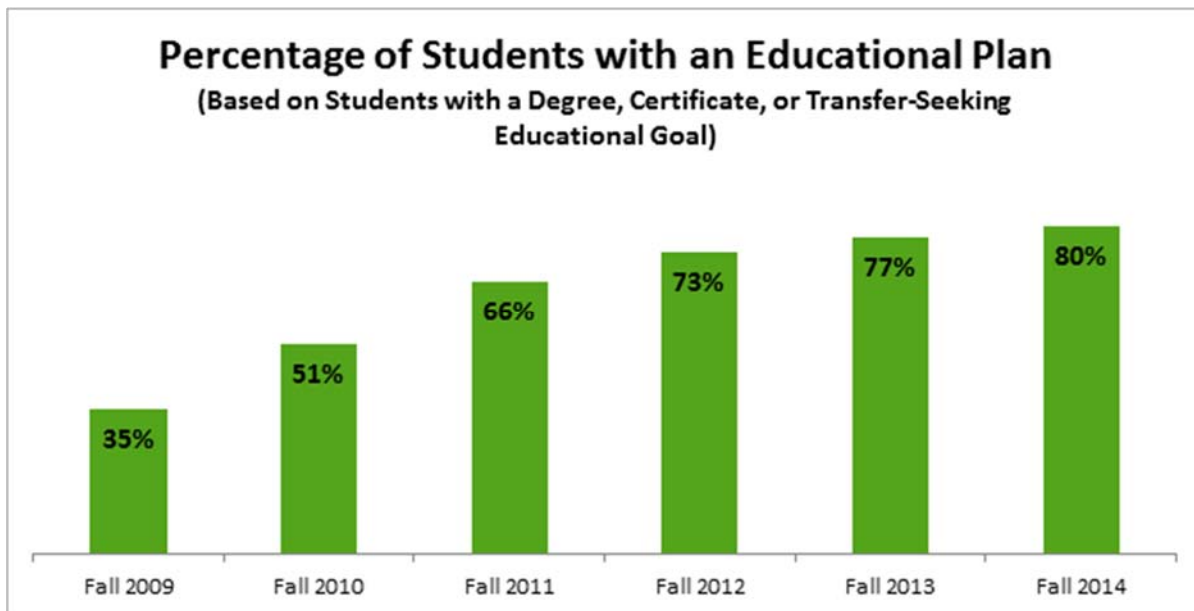
Source: WHCCD Institutional Effectiveness

Beyond registration periods, counselors and advisors are a success team liaison to their discipline faculty and provide a variety of group workshops and advising sessions. This approach orients students to WHCC academic programs and services to ensure they understand college policy and procedures, program graduation and transfer requirements. These sessions include student success, college and career guidance and CSU/UC application information. **II.C.5.4 Success Teams**

Students, face-to-face and distance education are notified by email when they are entering the stages of either academic or progress probation. Each team counselor has a list of students who need outreach and provides support for their academic situation. Students on dismissal fill out an appeal form where a committee reviews the circumstances and makes a decision and granting or denying based on the extenuating information. The student can also apply for a Board of Governors appeal, a new process commencing in fall 2016. The college Program Coordinator for Equity works with counselors to intervene at key times during the semester to prevent probation or dismissal as the loss of priority registration and the Board of Governors fee waiver is now at stake.

II.C.5.5 Student Petition; II.C.5.6 BOG Appeal 2016

Counselors participate in continuous and relevant professional development training to ensure timely, useful and accurate information by attending conferences and workshops, such as annual CSU, UC and USC Transfer Counselor Conferences in the fall, Ensuring Transfer Success Conference in the spring, Counselor Conference, weekly departmental meetings and in-services and other professional development activities. All counselors participate in additional training on transcript evaluation, CSU/UC/USC transfer, using Assist.org, GPA calculations and assisting students on probation/disqualification and other at-risk populations.

II.C.5 Analysis and Evaluation

After applying to WHCC, all new students receive email notifications to complete the next steps example of email notification). Because some students don't normally look at their new college email efforts were made beginning summer 2015 to assist students proactively, the Regroup Mass Notification software noted earlier. Staff at both locations is committed to providing students with a supportive environment in a timely fashion beginning with an online orientation that introduces students to their team counselor. **II.C.5.7 Email Notification**

Counseling faculty is well prepared to provide accurate and relevant information pertaining to the students' academic goals. Counseling staff have master's degrees in counseling, psychology, social work and/or student

services and are well-trained and prepared to assist students with any issues relevant to a student's academic success.

As a response to legislation in the Student Success Act of 2012 (SB1456), the Student Success and Support Plan (SSSP) outlines the college's core services of orientation, assessment, counseling/advising and follow-up/research and the utilization of the state allocation tied to those services. There are a number of documents that outline and track the effectiveness and quality of counseling/advising services: The SSSP plan, the Student Appointment and Reporting System (SARS/eSARS) student contact data with reason codes, the non-instructional program review for counseling and the annual student learning outcomes (SLO) assessment workshops are all instrumental activities and tools used by the department. **II.C.5.8 SSSP Plan**

The Vice President of Student Services chairs monthly meetings with counselors/advisors and student services staff. Agendas include topics and trainings to ensure the dissemination of relevant, accurate and timely information to College staff and counselors have an opportunity to share professional development information to the group at those meetings. **II.C.5.9 Agenda**

Beginning fall 2012, the College advertised with posters on campus and in classrooms, buttons and t-shirts to increase institutional awareness of the importance of educational planning with a "Got ed Plan?" campaign. Counselors use their cohort tracking to send communication to students who do not have a plan in place and contact their discipline faculty who are part of their team to present in classrooms. This campaign now runs every October. The college emphasizes fall educational plans to allow new students to develop their comprehensive educational plan, utilize REG365 the college's year round registration process and serve as a reminder for students to check on their academic status for graduation in December and/or May**. II.C.5.10 Got Ed Plan**

At the end of each semester, the Office of Institutional Effectiveness, Research and Planning sends out an email Survey Monkey on student perception of counseling/advising satisfaction. The VPSS sends out the disaggregated data to each counselor and advisor to help staff continue to improve their services. **II.C.5.11 Counselor Survey**

Many WHCC students come to us from out-of-the area, state or country and experience homesickness and adjustment issues during the first few weeks that sometimes impede their academic progress. Because of the rural nature of the campus and the close proximity of the residence halls to walkways, classrooms and offices, staff notice when students are out-of-sorts and acting in a manner that may warrant some attention. Counselors are often called on to intervene, act as pseudo-parents to assess the situation and provide assistance. The responsiveness that college staff gives to students is commendable, noticed by students and goes beyond other duties as assigned. The counseling program won Department of the Year in 2012.

Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. [Fulfills Eligibility Requirement 16]

II.C.6 Evidence of Meeting the Standard

Admissions to WHCC, as printed in the catalog, remain consistent with our mission in that the opportunity to attend college is available to all who apply and can benefit from instruction. California Community colleges are required to admit any student who meets one of the following:

- High School Graduate
- Successful completion of the California High School Equivalency Examination or G.E.D.
- Attainment of adult status, 18 years of age
- Recommendation of the principal of the high school the student is attending and parental permission

The college uses the *CCCApply* website to guide students through the admission application process. Once a student is admitted, he/she receives a communication from the college with information on how to access the portal which contains the student's specific information on his/her classes, financial aid, transcripts and grades. Students can also apply using a paper application with support staff entering data into the system to generate student identification information. **II.C.6.1 Paper Application**

WHCC welcomes and admits qualified international students to academic, vocational and technical programs. International students are required to apply through a written application and must go through the International Student office for more information. The application deadlines of July 15 for fall semester and November 15 for spring semester courses. In addition to the standard application form, international students must meet the requirements of the program listed in the catalog. **II.C.6.2 ISP Application**

The Psychiatric Technician program has admissions/prerequisite requirements approved by the college curriculum committee recommended by the Board of Vocational Nurses and Psychiatric Technicians (BVNPT). A student must show proficiency in passing the prerequisite classes or provide acceptable assessment scores either from the WHCC assessment or any community college assessment test before applying to the program. If a student does not qualify based on the prerequisites, the student can still enroll in other coursework towards another degree goal. Typically, 30 - 45 students are accepted from the applicant pool every August and December. Students are selected by lottery as governed by the Board of Vocational Nurses and Psychiatric Technicians (BVNPT). **II.C.6.3 BVNPT Strategic Plan**; **II.C.6.4 Psych Tech App**;

WHCC publishes a two-year catalog reflecting curricular changes, degree and admissions requirements for the two-year certificate and degree programs. The catalog also details comprehensive admissions and transfer information to the University of California and/or the California State University systems. The certificates of completion associate of arts/science degrees (AA/AS), associate degree for transfer (ADT) and the general education patterns are outlined in the catalog. **II.C.6.5 2016 Catalog**

An abbreviated educational plan is developed with the first counseling/advising session that plans out degree/general education/elective requirements for a year. By the end of the second semester, the student is advised to develop a comprehensive educational plan to ensure a greater understanding of their degree completion. These educational plans define and advise students on a clear pathway of courses aligned with major and/or transfer requirements. **II.C.6.6 Student Ed Plan**

WHCC employs a comprehensive student information system to provide robust online services for students. The components include but are not limited to: Ellucian Colleague the student information system (SIS), WebAdvisor for online registration, Academic Tracker for providing student records, SARS Grid appointment system, computer-based assessment and OnBase, a document management system that houses electronic student documents like petitions to graduate, education plans and transcripts from outside the college. **II.C.6.7 Academic Tracker**

II.C.6 Analysis and Evaluation

The college adheres to admissions policies that are consistent with its mission of open access that specify the qualifications of students appropriate for its programs. Evidence can be found in the admissions area of the website and catalog.

The institution demonstrates in various print and online formats and through comprehensive educational planning and process that presents clear pathways to complete degrees, certificate and transfer goals to all students. One of the biggest changes the District made was a consequential redesign of enrollment methods in the form of year around registration called REG365. Targeted schedule changes were made to address unmet student needs, increase retention and decrease time to completion. The college is entering its third year of REG365. [Fulfills Eligibility Requirement 16] **II.C.6.8 REG365**

The office of instruction and student services collaborated on a basic skills pathway that linked coursework starting with the lowest level of English in the students' subsequent first semester with prerequisite-free courses to ensure the student a successful first year experience (English, Math, college Success, Health and Hygiene). This first semester was then linked to sequential coursework in the second semester with the goal of increased persistence and success towards completion of their degree goal. The Program Coordinator for Equity spearheaded monitoring these students fall 2016 and will track them through spring 2017. Faculty will survey students in the fall and spring to provide consequential data on student/faculty perception.

The college utilizes Academic Tracker, a software program that students can use to view their academic progress. By logging into their portal, the link to Academic Tracker pulls from their completed or in progress coursework and formats it into an easy-to-read report. The tracker also lists classes that can be used to satisfy area requirements for their degree based on intended academic goal. The student can access this anytime, anywhere and it is often used the counseling sessions with the educational plan development to verify degree progress. These features provide students with a clear pathway to course, degree and transfer completion.

Standard II.C.7

The institution regularly evaluates admissions and placements instruments and practices to validate their effectiveness while minimizing biases.

II.C.7 Evidence of Meeting the Standard

The application for admission is offered online with a paper version available for those who request it and for our populations without internet access, usually related to geography or prison. Data from the application is collected by the California Community colleges System Office, Management Information System (MIS) department; MIS elements are in compliance with California Title 5 reporting requirements. Admissions to WHC Coalinga and the North District Center is open to all students who apply without reference to any demographic (race, ethnicity, religion or linguistic bias) as a determining factor in the admissions process or decision.

Information gathered through the admissions application (*CCCApply*) assists the college in assessing institutional effectiveness across all races, gender, education level, academic goals and socioeconomic backgrounds. The college utilizes the latest version of *CCCApply* which generates a state student identification number; however, the college Ellucian Colleague system assigns a WHCCD student identification used for all student access to their portal processes and information.

Assessment is mandated for students enrolling into English and mathematics courses and for courses that require prerequisites. Since 2004, WHC Coalinga and the North District Center have administered the college Test for English Placement for reading and writing and the Math Diagnostic Testing Project for assessment into Math. These second party tests received full approval from the systems office through March 2019 and have been validated and reviewed by faculty to eliminate bias. WHC Coalinga is currently assessing an ESL redesign which should be available for discussion at the site visit. West Hills College Coalinga will be in the final group of the CCCAssess initiative in spring 2018. The college will continue placement testing with multiple measures. **II.C.7.1 CTEP Validity**; **II.C.7.2 MDTP Validity**; **II.C.7.3 Math Cuts**; **II.C.7.4 CAI Assess Cycle**; **II.C.7.5 CV Data 2015**

WHCC counselors use multiple measures of assessment for students to determine course placement with careful consideration not to use two or more highly correlated instruments. The checklist with stated criteria for challenging prerequisites is available for students with counselor approval. **II.C.7.6 Prereq Challenge**

WHCC uses multiple measures in addition to the Chancellor's approved assessment instrument detailed earlier. The following multiple measures are used in conjunction with assessment scores to move students into higher level English and math courses.

English:

- Advanced Placement Lit/Comp with a score of 3, 4 or 5
- International Baccalaureate (IB) English score of 5 or higher
- Proof of EPT exam pass at CSU (Freshman comp eligible)
- Grade "C" or higher on a course equivalent to transfer English
- Qualifying score on an assessment test taken at another California or out of state community college
- Multiple measures including SAT and ACT scores

Math:

- Advanced Placement (AP) Calculus AB or BC or AP Statistics exam with a 3, 4 or 5
- Proof of ELM exam pass at CSU (transfer math eligible)
- Grade "C" or higher on a course equivalent to transfer level math
- Qualifying score on an assessment test taken at another California or out of state community college
- Multiple measures including SAT and ACT scores

Students with disabilities are assisted throughout the entire assessment and placement process by DSPS staff are available to address oral presentation of materials through the use of assistive technology, additional time on the test session and provide a distraction-free environment. Students with disabilities who need modified or alternative assessment services may contact the DSPS program for their accommodations to the college assessment test instruments. Federal disability non-discrimination laws, specifically Section 504 of the Rehabilitation Act of 1973 and state law require colleges to provide reasonable accommodations to meet the needs of students with disabilities. **II.C.7.7 DSPS**

II.C.7 Analysis and Evaluation

The Office of Institutional Effectiveness, Research and Planning evaluate assessment placement instruments in coordination with the Vice President of Student Services. This has not been done since 2010; however, recommendations were made from the previous validation study and implemented to reduce disproportionate impact. Faculty reviewed the assessment tests for bias. The college has not changed placement tests since that time.

Data from the California Accelerated Project from California Community colleges' Success Network have WHCC rethinking the college placement protocols. The data from the 3CSN shows the more levels of developmental courses students must take, the less likely they are to complete a sequence of English and or math courses. WHC Coalinga has embraced this project will be utilizing the same practices until the Chancellor's office statewide Common Assessment Initiative (CAI) rolls out for WHCCD in fall of 2018.

Standard II.C.8

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

II.C.8 Evidence of Meeting the Standard

WHCC adheres to strict regulations and procedures regarding student records. The Chancellor establishes procedures to assure the retention and destruction of all district records including electronically stored information (ESI) as defined by the Federal Rules of Civil Procedure in compliance with Title 5. Such records shall include, but not be limited to, student records, employment records and financial records. **II.C.8.1 AP 3310**; **II.C.8.2 BP 3310**

Family Education Rights and Privacy Act (FERPA) regulations are outlined and published (online) in the catalog and on the financial aid website. Confidential information regarding awards, checks and addresses are given only in person to the student and only by Financial Aid staff. When a student fills out a FERPA form, those forms are scanned in our document management system for all accessible staff. Students can check what types of information they may or may not allow access and whom they will allow access to their specific information. **II.C.8.3 FERPA**

All files and paperwork that may contain identifying student information is kept in locked office desk cabinets. The college has not used social security numbers as a student identifier since 2009. Assessment testing has been computer based since fall 2004 for both English and math placement; and those scores are uploaded into the student system. Student test scores if done paper/pencil on a scanning form are shredded as soon as the assessment results are manually entered into the student system (within 24 hours).

Currently, student discipline/conduct files, incident reports and grievances including confidential incident reports, meeting notes, case notes and any correspondence related to a student conduct case are housed on the portal site with very limited access by authorized personnel. The site is called "DIG" (Discipline, Incident and Grievance) with member access to include review, editing and uploading documents in electronic student files. The college currently signed a contract with Maxient software, a cloud-based reporting and tracking system that will better integrate the college student conduct services involving the complaint, grievance and appeals system. Implementation is planned for spring 2017. **II.C.8.4 Maxient Website**

All athletic training records for student intercollegiate athletics programs are stored in locked cabinets and meet all HIPPA requirements.

Categorical program records are secured in locked cabinets at both the Coalinga campus and the North District Center and are kept for two years. Files are then transported to on-campus storage. Student information is not released to off-site agencies with the exception of GAIN eligibility workers for CalWORKs students. This includes sensitive information such as the case with Disabled Students Programs and Services files that are housed in the office of the faculty/counselor of that program.

II.C.8 Analysis and Evaluation

All self-services links and tools are password protected. The institution stores most student information electronically and makes an effort to secure this information. Students can change their password if they feel compromised at any time, once they receive our initial email from admissions and records. The college offers Helpdesk services so students can access this information; however student services staff are trained to help students with entry into the portal site. Transcript requests are accessed from a link on the self-service menu and the college.

All staff members accessing student records and information are trained in FERPA and those policies are published online. Privacy protocols are in place as a way to securely screen when incoming calls concern students before information is exchanged over the phone.

Evidence: Standard II.C - Student Support Services

II.C.1.1 SS Team Report
II.C.1.2 SSSP Plan
II.C.1.3 Counseling Survey
II.C.1.4 WHCC Scorecard
II.C.1.5 Student Success ReDefined
II.C.1.6 C&A Agenda 110416
II.C.1.7 EMP Draft
II.C.1.8 BASE Agenda 2015
II.C.1.9 BASE Planning Notes
II.C.1.10 Exit Survey Grads
II.C.1.11 Portal Notification
II.C.1.12 Dept Finance
II.C.1.13 Shulock Report
II.C.1.14 NIPR Cycle 2016
II.C.2.1 CCSSE
II.C.2.2 CARE
II.C.2.3 NISLO Cycle
II.C.2.4 PR Schedule
II.C.2.5 Askacounselor
II.C.2.6 Online Counseling
II.C.2.7 SARS Anywhere
II.C.2.8 AUO Tracking
II.C.2.9 SS AUO Dec 2016
II.C.3.1 SS Team Report
II.C.3.2 HS Priority Report

II.C.3.3 Online Orientation
II.C.3.4 Comevo
II.C.3.5 CO Approved
II.C.3.6 Student Ed Plan
II.C.3.7 Online Counseling
II.C.3 8 Transfer Webpage
II.C.3.9 Career Center
II.C.3.10 SS Contract
II.C.3.11 3CSN Accelerated
II.C.3.12 C&A Minutes 2016
II.C.4.1 BP123 Intercollegiate
II.C.4.2 CVC Conference
II.C.4.3 AD Program Review
II.C.4.4 2015-16 Budget
II.C.4.5 Fundraising
II.C.4.6 Event
II.C.4.7 Deposit
II.C.4.8 EADA Report
II.C.4.9 Athletic Survey
II.C.4.10 Title IX Webpage
II.C.5.1 WHCC Scorecard
II.C.5.2 SARS Anywhere
II.C.5.3 ReGroup
II.C.5.4 Success Teams
II.C.5.5 Student Petition
II.C.5.6 BOG Appeal

II.C.5.7 Email Notification
II.C.5.8 SSSP Plan
II.C.5.9 Agenda Counseling
II.C.5.10 Got Ed Plan
II.C.5.11 Counselor Survey
II.C.6.1 Paper Application
II.C.6.2 ISP Application
II.C.6.3 BVNPT Strategic
II.C.6.4 Psych Tech App
II.C.6.5 WHCC Catalog
II.C.6.6 Student Ed Plan
II.C.6.7 Academic Tracker
II.C.6.8 REG365
II.C.7.1 CTEP Validity
II.C.7.2 MDTP Validity
II.C.7.3 Math Cut Score
II.C.7.4 CAI Assess Cycle
II.C.7.5 CV Data 2015
II.C.7.6 Prereq Challenge
II.C.7.7 DSPS
II.C.8.1 AP3310
II.C.8.2 BP3310
II.C.8.3 FERPA
II.C.8.4 Maxient

Standard III: Resources

Standard III.A: Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job Evidence of Meeting the Standards are directly related to institutional mission and goals and accurately reflect position duties, responsibility, and authority.

III.A.1 Evidence of Meeting the Standard

West Hills Community College District (WHCCD) assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff with the appropriate education, training, and experience. WHCCD maintains board and administrative policies and procedures on recruitment/hiring criteria, employment qualifications, interview procedures, and personnel selection. All faculty and staff members are required to meet the education and/or experience requirements as designated by the California Community college Board of Governors, California Education Code, the California Academic Senate, and WHCCD policies and procedures**.**

III.A.1.1 AP 2014; **III.A.1.2 AP 7120**; **III.A.1.3 BP 7120**; **III.A.1.4 AP 7210**; **III.A.1.5 BP 7210**; **III.A.1.6 AP 7211**; **III.A.1.7 AP 7217**; **III.A.1.8 BP 7217**; **III.A.1.9 BP 7230**; **III.A.1.10 AP 7240**; **III.A.1.11 BP 7250**; **III.A.1.12 AP 7250**; **III.A.1.13 BP 7260**;

In addition to the Districts' hiring priorities, the Human Resource Department has a primary hiring goal to employ individuals who demonstrate an understanding of, sensitivity to, and respect for the WHCCD service area's diverse student population. The WHCCD ensures all job descriptions relate to the institutional mission and goals of the college and accurately reflect the position duties, responsibilities, and level of authority. All job descriptions are reviewed by the WHCCD's Office of human resources for updates prior to posting a job announcement. A Request to Fill form (RTF) is required on all college hiring processes. **III.A.1.14 Request to Fill**

Human Resources staff accept applications for most instructional disciplines on an ongoing basis through targeted recruitment when there is a need. Adjunct faculty openings are also posted on the HR website. The selection committee for adjunct faculty consists of an instructional administrator and at least one full-time faculty member from the discipline, or a closely related discipline. Interviews require candidates to conduct a teaching demonstration, which helps the interview panel to determine the degree to which the candidates meet the needs of the discipline. **III.A.1.15 Adjunct Recruitment**

Job descriptions for administrative/confidential employees, including classified managers, include specific responsibilities of the position. Job descriptions are often revised prior to opening the position in order to ensure emergent needs are being met. These revisions are related to institutional mission, goals, and priorities. (Job Descriptions available on request through HR). Faculty responsibilities are described in Administrative Procedure 7217 and on the job announcement/description of duties. Faculty responsibilities and expectations are also outlined in the collective bargaining agreement.

III.A.1 Analysis and Evaluation

The District employs administrators, faculty, and staff who are qualified and possess the appropriate level of education, training, and experience in order to support programs and services. Criteria, qualifications, and procedures for personnel selection are clearly stated and publicized and address the needs of the institution in serving its diverse student population. Job announcements and descriptions are designed to support the institutional mission and goals and that job descriptions accurately reflect the duties, responsibilities, and authority of specific positions.

A component of the employee screening process is a formal interview with candidates meeting the minimum qualifications of the job announcement. The interview committee is comprised of a hiring manager/administrator and other members required by the administrative procedure of the applicable employee classification. Interview questions are developed to assess a candidate's experience, knowledge, and skills specific to the duties of the position including the candidate's history previous experience in working with culturally diverse student populations.

The director of Human Resource Department is responsible for reviewing minimum qualifications and salary placement for potential employees in the District. All changes to classified job descriptions are subject to negotiations with the classified union as applicable (e.g. California Faculty Association or California School Employees Association).

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job evidence of meeting these Standards includes development and review of curriculum as well as assessment of learning (ER 14).

III.A.2 Evidence of Meeting the Standard

Criteria for faculty hiring are typically based on institutional needs identified in program review. The minimum and desirable qualifications for full-time faculty are cited on the respective job announcement and include the required degree(s), professional experience, and discipline expertise, level of assignment, teaching skills, scholarly and extra-curricular activities, and potential to contribute to the college mission. Each job announcement states the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in the California Community colleges. The Office of Educational Services works with Human Resource Department staff to review transcripts of applicants to ensure that the minimum educational qualifications are met, which also verifies discipline expertise. A resume or curriculum vitae is required for all faculty positions. The hiring committee also reviews transcripts and resumes of the candidates in the pool which allows selection committee members to review and assess professional experience, discipline expertise, and scholarly activities.

Minimum experiential qualifications for faculty and educational administrators include curriculum development and assessment of student learning. This information is assessed by selection committee members through specific questions targeting developing and implementing course outcomes and curriculum development in the discipline subject. New faculty hires are mentored by seasoned faculty and some of the college disciplines are one-person departments. WHC Coalinga faculty is an intimate group and most have their offices in one building on campus. Committee functions, mentoring, problem-solving and discussions all take place on an informal level amongst this small group. Counselors are also assigned to all full-time faculty through their discipline area of instruction as a success team member. Faculty representation on interview committees is recommended by the Academic senate process. **III.A.2.1 Questions**

California Education Code and Title 5 of the California Code of Regulations require that applicants for faculty and educational administrative positions demonstrate the sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. The hiring committees also assess these criteria through interview questions related to teaching, working with diverse groups of students and experience with programs that support student success and retention. Interview questions related to teaching pedagogy and classroom strategies that support different learning styles are also used by the selection committee to assess teaching skills.

Faculty expands their knowledge through professional development opportunities, which are offered throughout the year. Further, faculty to faculty collaboration and peer mentoring enhance faculty qualifications and abilities.

III.A.2 Analysis and Evaluation

Faculty qualifications include the knowledge of the discipline and requisite skills needed to perform the duties of the position. Multiple application screenings, including the verification of transcripts, are completed prior to creating a short list of candidates to be interviewed. The interview process requires candidates to answer interview questions regarding teaching and learning, and experience working and teaching diverse students with different learning styles. Additionally, all candidates applying for faculty positions are required to conduct a teaching demonstration.

Standard III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

III.A.3 Evidence of Meeting the Standard

West Hills Community College District Board Policies BP 7210 (Employment of Academic Employees) and 7215 (Faculty Responsibilities) assure that administrators and other employees responsible for education programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. All academic administrators and employees are required to meet the education and experience minimums as designated by California Education Code, California Community college Board of Governors, and West Hills Community College District policies and procedures. All academic employees are required to maintain a high level of competency in assigned areas of responsibility and foster overall college effectiveness.

III.A.3 Analysis and Evaluation

Review of and evaluation of personnel records provides evidence that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications take into account the institution's needs related to effectiveness and program quality. Opportunities to increase knowledge and skills are available through ongoing professional development activities.

III.A.4.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.4 Evidence of Meeting the Standard

All applicants go through a rigorous screening process to ensure transcripts and degrees are from recognized and accredited US institutions. Candidates who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application.

III.A.4 Analysis and Evaluation

Human Resource Department works with the Office of Educational Services in reviewing transcripts to ensure that applicants meet the minimum educational requirements as stated in all job announcements. Only degrees from accredited institutions are considered to meet the educational requirement. The Human Resource Department requires candidates seeking employment who have earned degrees from non-US institutions to submit an evaluation of their transcripts showing US degree equivalency. The evaluation must be completed from a recognized institution that performs foreign transcript evaluations.

Standard III.A.5

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.

III.A.5 Evidence Meeting the Standard

West Hills Community College District ensures the effectiveness of its human resources by evaluating personnel systematically at regular intervals according to an evaluation schedule maintained by the Office of human resources. Evaluation protocols and timelines vary by position, tenure status, hiring date, and full and part time employee status. **III.A.5.1 Faculty Eval Schedule**

The evaluation process for confidential and classified management employees as well as administrators is established in Board Policy 214. Each administrator completes an annual written self-assessment of the previous year and creates a set of personal and professional goals for the coming year. The administrator's supervisor is responsible for submitting a written evaluation of the administrator's performance and discusses results with the administrator before forwarding the appraisal to the college President and district Chancellor for review. Once the supervisor, college President, and district Chancellor sign the document, the evaluation is filed in the administrator's personnel file in the Office of human resources. **III.A.5.2 BP214**

Tenured and non-tenured full-time faculty are formally evaluated by procedures found in the Collective Bargaining Agreement (CBA) between the West Hills Community College District and West Hills College Faculty Association. Tenured faculty members are evaluated at least once every three years. Non-tenured faculty are evaluated annually beginning in their first year, usually each fall term, for four years and until tenure is granted by the Board of Trustees. **III.A.5.3 Faculty Eval**; **III.A.5.4 Counseling Eval**

The Evaluation committee evaluating the faculty member consists of the direct supervising administrator and two full-time faculty appointed by the Academic Senate. Faculty evaluations employ input from members of the evaluation committee, student evaluations, and a self-evaluation. Evaluation templates are utilized and designed to highlight positive and negative aspects of performance. **III.A.5.5 CTA 2016_2019**

A pre-observation meeting with the evaluation committee and faculty member being evaluated is held to define the goal, format, and timeline of the evaluation process. Each member of the Evaluation committee later observes the faculty member in the classroom or assigned setting individually for at least an hour. Student evaluations of the faculty member are also conducted, and the faculty member submits professional development goals/plans on a self-evaluation form. A post-observation conference is held with the faculty member and the evaluation committee to

discuss the results. Post-observation meetings include a review and discussion of all evaluation components by the evaluation committee, faculty strengths and weaknesses, and plans to improve weak areas. The educational administrator summarizes the results of the process and discusses the narrative with the faculty member and the peer evaluators during the post-observation meeting. All documentation is signed and reviewed by the appropriate vice President of the college. Copies of the evaluation are provided to the college President for review.

Adjunct faculty are not represented by the CBA but evaluation similarities exist when compared to the process for full-time faculty. Administrators use a part time evaluation instrument to assess part time faculty performance which is not part of the CBA. Adjunct faculty members minimally complete an annual self-evaluation which includes a student evaluation. More comprehensive evaluations occur every three years which include a classroom visit and review of syllabi, exams, and student evaluations along with a post observation meeting with the instructional administrator to discuss the results. All documentation is reviewed by the vice President of educational services and placed in the adjunct faculty member's personnel file in the Office of human resources.

The evaluation procedure for classified employees is described in the contract between the West Hills Community College District and the California School Employees Association (CSEA). The supervisor evaluates classified employees three times during the first year of employment (4th month, 8th month, and 12th month), and once per year afterward. The evaluation form is completed and discussed with the employee before being placed in their personnel file in the Office of human resources. **III.A.5.6 CSEA Contract 2013_16**

III.A.5 Analysis and Evaluation

The district's office of human resources is responsible for notifications and tracking performance evaluations of all employees within the West Hills Community College District. Performance evaluations provide employees with areas of strengths and weaknesses, and include suggestions on methods for improvement as well as recognition of good work. The overall goal is to maximize efficiency in the workplace and provide a profile of group performance and insights into overall effectiveness. Done properly, a performance evaluation can provide the employee with areas needing improvement but also to acknowledge employees who perform at an exceptional level.

West Hills College Coalinga has systematic processes for evaluating regular and probationary personnel and part time faculty, at stated intervals, and all of the processes have written criteria for evaluating performance of assigned duties and participation in institutional responsibilities and other activities related to their expertise. Evaluation processes are designed to assess effectiveness of personnel and encourage improvement. Bargaining agreements and personnel rules delineate procedures for the evaluation of all personnel and include consistent procedures for follow-up if evaluations are unsatisfactory.

Standard III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

III.A.6 Evidence of Meeting the Standard

The evaluation of all faculty and academic administrators directly responsible for student learning includes expectations for participation in and/or utilization of the assessment of learning outcomes to improve teaching and learning. As described in the collective bargaining agreement for faculty, the faculty evaluation form specifies an expectation for all instructors to participate in the student learning outcome (SLO) development and assessment cycle, and to include SLOs on their course syllabi. These expectations, which are intended to improve teaching and learning, are among the activities considered during the evaluation process**. III.A.6.1 Syllabi Checklist**

Academic administrators are evaluated according to more general categories, including communication skills, leadership, effectiveness, and support for student learning outcomes and planning. These evaluation results are linked to the outcomes and activities of the academic programs they oversee. **III.A.6.2 Admin Eval**

III.A.6 Analysis and Evaluation

The college follows the contractually mandated evaluation process that requires administrative and faculty participation in the learning outcomes assessment process, including the use of assessment results and collegial dialog to improve teaching and learning. Faculty meet at the end of every semester to assess outcomes and plan for the following semester.

Standard III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes (ER 14).

III.A.7 Evidence of Meeting the Standard

West Hills College Coalinga is committed to providing quality education to all students, which is documented in the institution's mission statement. Through its hiring practices, the college ensures that faculty are qualified to teach in their respective disciplines. The college consistently meets its Full-Time Faculty Obligation Number (FON). Additionally, the institution hires qualified adjunct faculty to meet our students' instructional needs. The process and criteria for determining full-time discipline faculty to be hired includes consideration of full-time to part-time ratios, enrollment growth, current and projected student need, college mission and data collected through the program review process. **III.A.7.1 FON 2016**

Staffing needs are determined and planned by the college through the program review process. Requests for new and/or replacement faculty positions are submitted by faculty to the applicable area budget committee. The Budget Resource committee (BRC) reviews and prioritizes the requests from all program reviews and recommendations from the Academic Senate. The College Planning Council reviews the priorities and makes a recommendation to the college President. The college President reviews the prioritized list with the President's Executive Cabinet before making recommendations to the district Chancellor. The district Chancellor makes final staffing decisions and recommends positions to be filled to the WHCCD Board of Trustees. Currently, West Hills College Coalinga employs 42 full-time faculty and 71 part time faculty. All faculty members meet minimum qualification requirements as established by Title 5, California Code of Regulations and have been approved by the Academic Senate through the Equivalency Committee, if needed.

III.A.7 Analysis and Evaluation

West Hills College Coalinga has sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality educational programs and services. The college consistently meets its full-time faculty obligation (FON) requirement. It should be noted that while the college has met its FON, the institution has struggled to attract qualified adjunct faculty members in some discipline areas. Adjunct faculty who have declined employment offers, or who have sought employment elsewhere, indicate their reasoning is that the commute time to Coalinga and Firebaugh is far too extensive. In response, the District raised the hourly rate to $69 - $71/hour in order to compensate for mileage in the expectation of attracting additional qualified adjunct faculty.

Standard III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

III.A.8 Evidence of Meeting the Standard

West Hills College Coalinga implements practices which attempt to integrate adjunct faculty into the institutional environment. Adjunct faculty receive an orientation each semester by the Office of Educational Services and that office distributes the faculty handbook, which is also sent to every adjunct faculty member at the beginning of each semester. Connected Learning plans to develop an online orientation that can be used for adjunct faculty not able to attend in person. The college pays adjuncts a daily stipend to attend orientation and the three days of professional development activities scheduled by administration and faculty prior to the beginning of the semester. **III.A.8.1 2016 Faculty Handbook**; **III.A.8.2 Syllabi Checklist**

The Associate Dean of Educational Services supervises adjunct faculty and assists them in the development of course syllabi, assessment of student learning outcomes, and general college policies and procedures. Further, the SLO Coordinator facilitates a presentation on SLOs at every adjunct faculty orientation. Adjunct faculty are also assisted by peers in their discipline. The college hires many adjuncts to teach both on campus and through distance education. Connected Learning provides training both online and face-to-face on the learning management system (Canvas) and helps orient the faculty on college protocols, syllabi development, and institutional practices and is an available resource to part-time and adjunct faculty. Full-time staff are on campus with oversight from a Vice Chancellor at the District and provides support to all faculty in this effort.

Adjunct faculty are evaluated on a regular basis using the same process as for full-time faculty. A full-time faculty member from the discipline or a closely related discipline serves as a peer evaluator in the process. Professional development and conferences are encouraged and information is distributed to all adjuncts for their inclusion into the college environment. Many of our adjuncts have become our full-time faculty.

III.A.8 Analysis and Evaluation

The college has practices for adjunct faculty that provide for their orientation, supervision, evaluation, and professional development. West Hills College Coalinga provides opportunities for adjunct faculty to engage with their full-time faculty peers in SLO assessment and professional development opportunities.

Standard III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution (ER 8).

III.A.9 Evidence of Meeting the Standard

At the beginning of the 2016 fall term, West Hills College Coalinga employed 12 administrators (including 8 with over 10 years' experience), 9 classified management, 1 confidential, 153 classified employees (including part-time and the child development centers), 42 full-time faculty and 7l adjunct faculty. Many of the college's classified personnel have earned degrees beyond the educational requirement for their positions. **III.A.9.1 WHCC Org Chart**

As part of the integrated planning process, each department reviews their staffing needs and identifies those needs in an annual planning document and through program review. This plan describes evidence of the appropriateness or sufficiency of all staffing levels. Additionally, the college reflects on various initiatives to determine staffing levels needed to support student success. For example, the college has received substantial allocations in Student Support and Success (SSSP) and Equity dollars and has been able to fund additional positions in the form of a program Coordinator who is a liaison with faculty in the college equity efforts, an additional IT staff to help with reporting, adjunct counselors, tutors, student workers, and various part-time support positions to help supplement services to students. External scans provide further input for staffing decisions. **III.A.9.2 SSSP Expenditure 2015**; **III.A.9.3 Equity Plan Budget 2015_16**

Classified human resource needs are prioritized by department and then for the entire college through the Budget Resource committee and the College Planning Council. Academic staff needs are established to support institutional growth opportunities. The number of new full-time faculty recruitments is determined annually through the full-time Faculty Obligation Number (FON). Full-time faculty needs are also a component of the integrated planning process and includes the review and approval of a full-time faculty list maintained by the Academic Senate.

III.A.9 Analysis and Evaluation

West Hills College Coalinga can always use additional staff; however the college has been able to meet its needs with staff having the appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The college's effectiveness is evaluated on an annual basis by way of the integrated planning process.

On an annual basis, each department outlines its resource needs to achieve goals aligned with the college's strategic plan and draft EMP. The BRC maintains a list of staffing needs and forwards that information to the College Planning Council. Categorical funding provides augmented positions in areas that may not have sufficient general fund resources for staff. For example, Equity funding provided the opportunity to move a dually funded position (library/student services tech) to now a full-time library technician at the North District Center due to a program review priority. The Academic Senate reviews and approves a prioritized list of full-time faculty positions to be filled. **III.A.9.4 Senate List**; **III.A.9.5 2016 PR Priority**

Standard III.A.10.

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes (ER 8).

III.A.10 Evidence of Meeting the Standard

The administrative structure for the college allows for a sufficient number of administrative positions for both the college and the North District Center. WHC Coalinga provides continuity and leadership with a very small administrative structure overseeing staff. There are four educational administrators and five classified managers of programs which include Financial Aid, Residential Life, Food Services, Trio/Upward Bound and International Students.

At the time of this writing the college is recruiting for a President (CEO) and Vice President of Educational Services. Interim appointments were chosen for President and Vice President of Instruction to fill the void of staff having left these positions in the summer 2016. Currently, the college employs a VP of student services, a long term employee of the college, three Associate Deans (one brand new hire and two are long term), five Directors and various classified staff to support administrative services. The college recently moved the Director of the North District Center to an Associate Dean to provide more sufficient administrative and staff oversight at the educational center.

III.A.10 Analysis and Evaluation

The college has a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership that supports the mission and purposes of the institution.

Standard III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

III.A.11 Evidence of Meeting the Standard

The college website publishes all administrative procedures and board policies and follows staffing needs procedures outlined in AP/BP 7250 (Employment of Educational Administrators). This policy outlines equal employment procedures, selection committee composition, and evaluation of candidates. The district Chancellor makes all final administrative staffing decisions and recommendations to the WHCCD Board of Trustees.

The WHCCD Equal Employment Opportunity Plan was adopted by the governing board on June 23, 2015 and is a written document that describes specific procedures for ensuring equity in employment practices. The EEO plan includes an analysis if the demographic makeup of the District's workforce population along with the requirements to be in compliance with Title 5. The plan also includes requirements for complaint procedure for non-compliance with Title 5 provisions relating to equal employment, complaint procedures in instances of unlawful discrimination; establishment of an EEO advisory committee (Equity and Diversity Committee), and methods to support equal employment opportunities at both the colleges. **III.A.11.1 EEO Plan**

III.A.11 Analysis and Evaluation

It is the college's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all, will foster diversity and promote excellence. The college fosters a climate of acceptance with the inclusion of faculty and staff from diverse backgrounds.

The college, in collaboration with district hiring practices and policies, strives to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure an environment of inclusion. All district employment publications communicate the Institution's policies for equal employment opportunity.

Standard III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.12 Evidence of Meeting the Standard

The West Hills Community College District evaluates diversity practices in employment. The Board of Trustees has the ultimate responsibility for developing and establishing written employment policies and procedures that are equitable and support diverse personnel. The college provides input through its College Planning Council and Academic Senate to ensure continuity with the institutional mission. West Hills Community College District demonstrates an appropriate understanding of and concern for issues of equity and diversity. The college actively seeks faculty and staff who demographically represent the communities the college serves.

The Director of Human Resources reviews employment equity and staff diversity through submission of federal and state required reports and completes the Integrated Postsecondary Education Data System (IPEDS) on an annual basis. Information is used to ensure gender, ethnicity, salary, benefits, and all categories of employees are diverse.

Programs and training addressing diversity issues have been offered to personnel through the district human resources office. The district director of human resources reviews employment equity and staff diversity through submission of federal and state required reports. Information regarding gender, ethnicity, and classification by salary, benefits, and all categories of employees is reported to the integrated postsecondary education data system (IPEDS). The District also participates in the EEO Fund Multiple Measures allocation model which is a criterion for implementing activities that promote equal employment practices. In order to qualify, the District is required to submit a board-adopted EEO plan every three years to the Chancellor's Office. In addition, the District is required to

establish an advisory committee to assist in the development and implementation of the EEO plan. **III.A.12.1 EEO Fund**

III.A.12 Analysis and Evaluation

The Office of human resources, a district function, recruits potential candidates for employment using diverse community and media outlets including but not limited to Hispanic Chamber of Commerce, Diverse, and the California Advocate magazine.

The district's office of human resources provides training and programs addressing diversity issues and awareness each year. New hires must complete modules in the Keenan Safe Colleges software in FERPA, diversity awareness, and prohibition of harassment. In addition, the college hosts various awareness activities on campus for faculty, staff, students, and community through events such as Black History Month, Hispanic Heritage Month, Women's History Month, Disability Awareness Month and a 911 Remembrance. The college also sponsors travel and registration for faculty and staff to attend annual conferences including the Latina Women's Conference and Central California Women's Conference.

In 2014, the district received the "Chancellor's Diversity Award for Excellence" from the California Community colleges Chancellor's Office. The office of human resources assumes responsibility for monitoring compliance with AB 1825 Sexual Harassment Training. The district provides accommodations and opportunities for persons with disabilities and complies with the Americans with Disabilities Act of 1960.

Standard III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

III.A.13 Evidence of Meeting the Standard

In the spring 2011, the WHCCD Board of Trustees implemented a written code of professional ethics for all personnel. The Institutional Code of Ethics policy (BP/AP 3050) defines standards of ethics, compliance with laws, and employees' responsibilities and expectations regarding ethical behavior. The Deputy Chancellor of Business Services and monitors and administers board policies as they apply to professional ethics. **III.A.13.1 AP 3050; III.A.13.2 BP 3050**

III.A.13 Analysis and Evaluation

Each year all college personnel are required to complete ethics training offered through the Keenan Safe Colleges online training. Employees are responsible for abiding by policies, laws, rules, and regulations that apply to his/her specific role in the district. They are also responsible for preventing violations of law and for reporting violations of laws to supervisors. Additional board policies including BP 311, BP312, BP 409, and BP 410 apply to certificated and classified staff governed by Education Code for infractions and disciplinary actions in the occurrence of ethical conduct violations.

Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.14 Evidence of Meeting the Standard

The College routinely plan activities at the beginning of each semester to focus on professional development. Two days each semester are assigned and referred to as flex and professional development duty days. Each semester, the flex day is planned by the Academic Senate, and the others are planned by the Administration/Learning Resources Department. The focus on flex and duty days is on training activities in the areas of technology, safety, program review, shared governance, and sexual harassment. Attendance by faculty is required, and no classes are held on either day.

The district also provides financial assistance to employees seeking to further their education through Board Policy 7135 Employee Scholars Program. This educational incentive program has been quite successful, and many employees have utilized the offer. The colleges sponsors many faculty and staff development activities occurring off-campus, and the college also supports the National Institute for Staff and Organizational Development's Conference each year by sending outstanding educators. The Academic Senate nominates faculty members, and attendees are selected based on contribution to education. **III.A.14.1 BP 7135**; **III.A.14.2 AP 7135**

Connected Learning, which has an office and staff on campus, provides a monthly schedule of trainings such as Microsoft Office software, pedagogy updates and best practices and one-on-one trainings on request. Trainings are usually scheduled in one-hour blocks, at various times throughout the week for the convenience of the employees. **III.A.14.3 Connected Learning**

In addition, Equity and Student Success and Support (SSSP) funds have been made available to faculty, staff and administration to extend opportunities to attend professional development that center around serving disproportionate groups and underrepresented students as well as best practices implemented by other colleges.

III.A.14 Analysis and Evaluation

Assessment on the effectiveness of professional development training regularly occurs. On professional duty day each semester, faculty complete evaluations on training provided and identify additional topics for further development. Classified staff members have a dedicated day to professional development training each spring and evaluate usefulness of sessions or workshops to identify other areas of training or needed preparation. Administrators attend District sponsored retreats and provide feedback for future training, information, guidance, and support.

Standard III.A.15

The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

III.A.15 Evidence of Meeting the Standard

All personnel records are maintained in locked cabinets in WHCC District office under the supervision of the director of human resources. Only authorized staff members may access the files.

The Collective Bargaining Agreement (CBA) and BP 413 (Personnel Files) outlines the process for access and review of employee records. District employees may access their personnel file in accordance with the law by providing reasonable notice to the office of human resources. Any review of personnel files is conducted at the office of human resources in the presence of an authorized representative. Employees shall have the right to authorize, in writing, a representative to examine their personnel file and obtain copies. Access to the personnel files by anyone other than human resources staff, the employee, or authorized representative is restricted to management/supervisory personnel and official persons with court orders. **III.A.15.1 BP 413**; **III.A.15.2 CTA Contract**

The director of human resources, as required by law, reviews fingerprints of all new employees, with the exception of students and temporary employees. Likewise, criminal history reports are received and reviewed only by the director of human resources. An Academic Senate representative may also review faculty files before recommending tenure to the board of trustees.

III.A.15 Analysis and Evaluation

Evidence shows that the review of the personnel file shall take place only in the Office of human resources during normal business hours and in the presence of an officer responsible for maintaining the files per BP 413 Personnel Files and pertinent collective bargaining agreements.

Release of employee information is restricted to the name and titles on request. Any other information is not released without the written authorization of the employee.

Evidence: Standard III.A - Human Resources

The above link contains evidence in Standard IIIA:

III.A.1.1 2014 Min Qualifications
III.A.1.2 AP7120 Recruit Selection
III.A.1.3 BP7120 Recruit Selection
III.A.1.4 AP7210 Employment of Academic
III.A.1.5 BP7210 Employment of Academic
III.A.1.6 AP7211 Faculty Min Qualifications
III..A.1.7 BP7217 Faculty Responsibilities
III.A.1.8 AP7217 Faculty Responsibilities
III.A.1.9 BP 7230 Employment of Classified
III.A.1.10 BP7240 Employment of Confidential
III.A.1.11 AP7250 Employment of Ed Admin
III.A.1.12 BP7250 Employment of Ed Admin
IIIA.1.13 BP7260 Employment of Classified Mgrs
III.A.1.14 Request to Fill
III.A.1.15 Adjunct Recruitment
III.A.2.1 Counseling Faculty Questions
III.A.5.1 Faculty Eval Schedule
III.A.5.2 BP214 Confidential Mgt
III.A.5.3 Faculty Team Eval
III.A.5.4 Counseling Eval
III.A.5.5 CA 2016_19
III.A.5.6 CSEA Contract
III.A.6.1 Syllabi Checklist

III.A.6.2 Blank Admin Eval
III.A.7.1 FON 2016
III.A.8.1 2016 Faculty Handbook
III.A.8.2 Syllabi Checklist
III.A.9.1 WHCC Org Chart
III.A.9.2 SSSP Expenditure
III.A.9.3 Equity Plan Budget 2015-16
III.A.9.4 A Senate Priority List
III.A.9.5 2016 PR Priority List
III.A.11.1 EEO Diversity Plan 2015-16
III.A.12.1 EEO Fund Report
III.A.12.2 Keenan Training
III.A.13.1 AP 3050
III.A.13.2 BP 3050
III.A.14.1 BP 7135
III.A.14.2 AP 7135
III.A.14.3 Connected Learning
III.A.15.1 BP 413
III.A.15.2 CTA Contract

Standard III.B: Physical Resources

Standard III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.1 Evidence of Meeting the Standard

In order to assure safe and sufficient resources, WHC Coalinga identifies and addresses issues dealing with access, safety, security and a healthful learning and working environment on a continuing basis. The college's director of Maintenance and Operations (M&O) reports directly to the college President and is primarily responsible for the physical resources at West Hills College Coalinga and the educational center in Firebaugh. Any facility emergencies or immediate safety hazards are reported directly to the (M&O) office, 24 hours a day, and 7 days a week. For routine maintenance and custodial services, work requests are submitted using "My School Building" website on the college portal. Custodial and maintenance staff report safety issues observed while performing their duties**.**
III.B.1.1 My School

At the North District Center in Firebaugh, bond measures have provided over $2 million in funds for modernization of the center. 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 lab, library facilities, and faculty office space. In addition, two 4-year-old portable buildings house the child development center. The college has a half –time custodial position housed at the center, and the director sends staff to the center on request and as needed. **III.B.1.2 WHCCD Bond**

The director of M&O is a member of the college's Infrastructure committee, a participatory governance committee. The Infrastructure committee is responsible for developing, monitoring, and reviewing plans related to accessibility, campus safety, emergency response, and new construction. This committee also makes recommendations to the College Planning Council, the college's primary participatory governance committee, regarding scheduled maintenance plans, Incident Command Team exercises, Initial Project Proposals (IPP), Final Project Proposals (FPP) and the Five Year Capital Outlay Plan. **III.B.1.3 WHCC Infrastructure**

Members of the Infrastructure committee attend the district Risk Management Committee (RMC)for the purposes of sharing information, identifying needs, and requesting funds. The Risk Management Committee reviews incident reports and schedules inspections for safety issues. The Infrastructure committee considers best practices and incorporates recommendations from the Risk Management Committee into planning and maintenance of facilities.
III.B.1.4 RMC Webpage

The District contracts with an architect to submit IPPs and FPPs to the California Department of State Architects and other facility-related reports to the California Community college State Chancellor's office. The architect also prepares the colleges' Five-Year Capital Outlay Plan. The current architects attend the Infrastructure committee meetings regularly to receive input from the college constituents. The architect's data are used in combination with the colleges' growth and expansion information. The evaluation process includes calculations of cap load ratios to determine if there is an under-utilization or over utilization of space. This calculation drives requests to the California Community college Chancellors Office for construction matching dollars. Additionally, program needs and services are evaluated and recommendations are brought forth for consideration through the program review process. **III.B.1.5 Infrastructure 51916**

Major maintenance and repairs are funded through the State's scheduled maintenance program and the District's Deferred Maintenance Program. College facilities and grounds due for improvements are discussed and placed in the Facilities Master Plan. The same process occurs for safety and equipment. In addition the campus is bi-annually

inspected to ensure the latest regulations are being followed and point out any safety, security, and access deficiencies that need to be addressed. **III.B.1.6 SM 2015-16**

The facilities are assessable by the college providing adequate parking areas on the campus as well as extending the opportunity for those who do not have vehicles the ability to ride one of the rural transit vans into school. In 2016, with a partnership from Fresno County Rural Transit, bus shelters were installed at both the Coalinga campus and center in Firebaugh. Coalinga students have benefited from equity dollars helping with the cost of bus passes and we are one of the few colleges that don't charge for parking. The college also provides access via online technology that expands opportunities to those who may be remote or may just prefer accessing their educational opportunities electronically. **III.B.1.7 Bus Routes NDC**

The District fulfills equipment and software needs by obtaining input from college based program reviews and the District Technology Council (DTC). The District Technology Council is a district-wide committee whose purpose is to evaluate and prioritize technology projects based on the needs of the District. The committee, using college representation, contributes to technology planning and communicates regularly and clearly the activities and recommendations of the group to the various departments of the District. Adjustments to annual budgets are considered by the District Business Services office as needed. **III.B.1.8 DTC Tracker**

Off-site facilities are maintained by the hosting partner in concert with the M&O department. Memoranda of Understanding with each partner delineate access, safety and security of those facilities. Any areas that may identified as in need of repair is communicated to the Maintenance and Operations team who will then take the necessary steps to repair and/or order replacement equipment. As a part of the overall analysis of the organization, all facilities have a master plan for scheduled maintenance to ensure that all facilities are well maintained and provide the necessary quality for the students and staff.

III.B.1 Analysis and Evaluation

On an annual basis a campus assessment is conducted with the district architect, faculty, and students to determine potential barriers to access and safety issues. Any identified issues are a priority and quickly remediated. Facilities are routinely assessed by the college and district personnel to ensure they meet the standards and quality of the district. Areas identified in need of repair are communicated to the M&O team who take the necessary steps to repair and/or order replacement equipment and parts.

Standard III.B.2

The institution plans, acquires, or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.2 Evidence of Meeting the Standard

Many of the campus structures were built in the early 1960s improvement goals as outlined in the strategic plan, the draft EMP, 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. **III.B.2.1 2016 Strategic Plan; III.B.2.2 EMP**

Historically, the West Hills Community College District has hired a firm to develop educational and facility master plans for both its colleges. The last firm hired to develop these plans was terminated because of cost overruns. Therefore, the District Business Services office decided to use the Initial Project Plan (IPP) and the Final Project Plan (FPP) submitted to the California Community college State Chancellor's Office for the purpose of facility planning. In fall 2016, the West Hills Community College District issued a Request for Proposal for architectural firms. The newly selected firm will help develop both educational and facility master plans for each college in the district. The Facilities and Safety Committee as well as other campus constituents will provide input and work with

the selected firm to develop both an EMP and a facilities master plan. Alignment of the college's mission with the EMP is critical to complete and is part of the QFE Action Plan #1/Institutional Effectiveness, Evaluation and Review.

The district's hired architectural firm submits mandated state reports to the Department of State Architects for approval including the space usage inventory to further justify new campus construction. The draft EMP provides the data necessary for forecasting future enrollment at WHC Coalinga. Anticipated growth at the college must be analyzed in conjunction with facilities on campus to understand the potential space necessary to support instructional programs and institutional support services.

The following projects were scheduled for maintenance over the last academic year:
- Child Development Center water management
- North District Center new facilities planning
- Avenal (offsite) Science lab modernization
- Mural restoration project
- Carpet replacement in administration
- Irrigation repairs
- Allied Health lighting installation
- Child Development building landscape and safety netting
- Replacement roofing on Coalinga campus
- Phone system replacement
- ReGroup – Emergency Notification software (summer 2016)
- Furniture upgrades in Student Center and cafeteria
- Building heating/cooling upgrades
- Upgrading restrooms in Men's Residence Hall

West Hills College Coalinga Media Services support include all technology troubleshooting in the classroom, replacing bulbs and batteries and instructing faculty on using smart classrooms and equipment

The District hired architect, Maintenance and Operations (M & O) department, and the Infrastructure committee are responsible for the equipment pertinent to the physical plant as well as fixed classroom needs. An inventory database of equipment is controlled through purchase requisitions and is maintained by the M & O Office. **III.B.2.3 WHC SM**; **III.B.2.4 Synthesis**

Instructional and student support services rely primarily on a distribution from the general fund budget process for new and replacement equipment and maintenance. Functions supported through grant activities procure and maintain equipment as moderated by specific grant guidelines while utilizing college purchasing protocols. The effectiveness of facilities and equipment are evaluated on a regular basis by the Facilities Committee and budget allocation process. The evaluation process includes input from faculty, staff, and the ITS department as a part of the ongoing planning and budget process. The ITS department provides a list of equipment and laptops for the replacement cycle.

III.B.2 Analysis and Evaluation

The role of the Infrastructure committee is to review and make recommendations to the College Planning Council, the college primary participatory governance committee, regarding the scheduled maintenance plan and the Facilities Master Plan. The goal of the Infrastructure committee is to support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment. The physical resources of the college are used effectively by maximizing space and time for students through the scheduling process. Analysis is completed as part of the five-year Facilities Plan depicting cap/load ratios to target areas that are in need of expansion as well as underutilized areas.

The physical resources are used effectively by maximizing space and time for students through the scheduling process. Analysis is completed as part of the five-year capital outlay plan depicting cap load ratios to target areas that are in need of expansion as well as underutilized areas. However, in 2016 the college realized that capital outlay/facility requests, stemming from program review, were being routed to the BRC without review by the Infrastructure committee. Therefore, in spring 2017 the process changed so that resource requests for capital outlay/facilities would be submitted to the BRC then forwarded to the Infrastructure committee for review then on to the College Planning Council. The new process will be part of the Integrated Planning and Governance structure review.

Standard III.B.3

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.3 Evidence of Meeting the Standard

Existing facilities are evaluated and future facilities planned to meet the needs of the college as it evolves. Facilities have a life cycle from planning to maintenance then decommission. The needs of the college, physical condition, equipment usage, and how they meet program needs and services are reviewed. Scheduling analysis is completed each year to assess space utilization and long range forecasting for organizational growth. Long-range forecasting is completed on a rolling five-year cycle and incorporates new programs under consideration and expansion of existing programs.

The college receives scheduling data each year with respect to space utilization. This process is also done for long range forecasting and the future growth of the organization. The long-range forecasting is done on a rolling five-year basis and incorporates any new programs that may under consideration as well as expansion of existing programs.

Age of the facility, area/square footage and type of space are evaluated by contracted architects who provide documentation and reports to keep the college informed. Room efficiencies are examined annually to identify underutilized and consistent use of space. Five-year capital outlay plans, Initial Project Plans (IPPs), and Final Project Plans (FPPs) are developed as part of the strategic planning process. Physical resources and equipment needs are also identified through the program review process. The resource allocation requests from program review are funneled through the college's Budget Review Committee (BRC) then on to the Infrastructure committee for consideration and future planning.

III.B.3 Analysis and Evaluation

The West Hills Community College District Office reviews facility recommendations from the college and compares them with the overall needs of the entire District to ensure that the most effective use of resources supports the overall plans for improvement within the District.

Facilities have a life cycle from planning to maintenance then decommission. The needs of the college, physical condition, equipment usage, and how they meet program needs and services are reviewed. Scheduling analysis is completed each year to assess space utilization and long range forecasting for organizational growth. Long-range forecasting is completed on a rolling five-year cycle and incorporates new programs under consideration and expansion of existing program.

The College Planning Council (CPC) takes the recommendations from the Infrastructure committee and compares them with the overall needs within the entire district to ensure that the most effective use of those resources support the overall plans for improvement within the district. The budget process is used to identify priorities for the equipment purchases; however, in the event of equipment breaking before the scheduled replacement, the list of priorities will change. CPC Minutes of Infrastructure items

Standard III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.4 Evidence of Meeting the Standard

West Hills College Coalinga Infrastructure committee collaborates with AP Architects (district consultants) to produce a five-year construction plan for the projected facility requirements. The recommendations are forwarded to the District Chancellor and West Hills Community College District Board of Trustees for consideration of approval and implementation. General Obligation Bond initiatives are incorporated into these plans and matched with state dollars. Scheduling analysis is used to assess facilities each year with respect to space utilization. Long range forecasting for future growth is done on a rolling, five-year basis for new programs under consideration, as well as for expansion of existing programs. State lottery funds are available to support equipment purchases. **III.B.4.1 BP 6340; III.B.4.2 AP 6340; III.B.4.3 AP 6350**

The college recognizes that the total cost of ownership for facilities and equipment can have a significant impact on the operating budget, the college is identifying ways to improve operational efficiencies in existing facilities and infrastructures, which is lowering the total cost of ownership. The following items are being considered:

- Cenergestic Energy efficiency program for lowering utilities waste/usage
- Hanover Pacific – Initial needs assessment done on Residence Hall replacement project
- New student services building – Dependent on a local bond
- New center at NDC – funding secured locally but needs state education bond to complete
- Heater/coolers – covered by scheduled maintenance every year

Total cost of ownership (TCO) for new and existing facilities planning begins even prior to the Five Year Construction Plan. Feasible projects are both considered and ranked using various resource models at Infrastructure committee meetings facilitated by AP Architects, the district's consulting agency. These include cost projections including enrollment, staffing, initial construction, ongoing maintenance, replacement building and routine system replacement/refurbishment costs.

As an example, the building replacement of the college's North District Center in Firebaugh has used this resource model. This project was determined to move forward by reflecting on the cost of enrollment management, staffing management and initial construction cost (including local contribution components). As the project moves through the design phases in the 2017-18 academic year, decisions will be made using projections that reflect costs of both initial dollars but also ongoing and replacement dollars. Similar decisions will also be made regarding various equipment and building system selections.

The existing delivery sites are managed in a similar way. Routine and ongoing maintenance and operational decisions are made using future cost components and not just what is the most affordable decision for today. All capital replacement of systems, equipment and components is done after comparison with past historical costs and projected long term costs.

Through consultation by AP Architect's at Infrastructure committee meetings, a similar process was utilized to plan for flooring replacement in building B. The project involved replacing the existing carpet and several options were considered. The TCO was determined by utilizing life cycle costing of alternative material selections. In addition to the college effort, the District has worked to strengthen its long-range capital planning and ensure projections include the total cost of ownership for new facilities and equipment. In addition to the

college effort, the District has worked to strengthen its long-range capital planning and ensure projections include the total cost of ownership for new facilities and equipment.

III.B.4 Analysis and Evaluation

During Infrastructure committee meetings, AP Architects provides information on the facilities needs of the college. This process allows for long-range planning in an organized manner and demands on capital resources included in resources generated from local bond measures and state matching funds. The college's program review process, CTE advisory committee input, and the annual review of the college's mission statement all guide the need for consideration of future capital outlay projects and equipment replacement.

In order to help with rising energy costs and the colleges' fiscal responsibility to its stakeholders, WHCC District contracted with Cenergestic, an energy efficiency consultant for the Coalinga campus that evaluates energy use using specific software. Recommendations were made on the following aspects of the college: people, buildings, current equipment, grounds, weather and long range plans. Because the current campus was built in the early 1960s, the infrastructure does not warrant energy efficiency on many levels of heating, cooling, and resources needed to keep the college going through scheduled business hours. The best way to encourage efficiency is through changing habits, behavior, operations and culture. In the last three years, the college has experienced a cost avoidance savings every month by following the program. **III.B.4.4 Cenergestic**

Evidence: Standard III.B - Physical Resources

III.B.1.1 My School Building
III.B.1.2 WHCCD Bond Webpage
III.B.1.3 Infrastructure Webpage
III.B.1.4 Risk Management Webpage
III.B.1.5 Infrastructure M 51916
III.B.1 6 SM 2015-16
III.B.1.7 Bus Routes
III.B.1.8 DTC Tracker
III.B.2.1 2016-20 Strategic Plan
III.B.2.2 EMP Draft
III.B.2.3 WHC SM 2016_17
III.B.2.4 Synthesis
III.B.4.1 BP6340 Bids Contracts
III.B.4.2 AP6340 Bids Contracts
III.B.4.3 AP6350 Contracts Construction
III.B.4.4 Cenergestic

Standard III.C: Technology

Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.C.1 Evidence of Meeting the Standard

The West Hills Community College District is committed to providing access to technology and to ensuring that the technology resources it provides supports the teaching and learning process.

The College Planning Council (CPC) forwards college technology requests to one of two District committees: the Instructional Technology Advisory Committee (ITAC) or the Administrative Technology Advisory Committee (ATAC). ATAC and ITAC committees determine whether a request is identified as a project or an initiative and each prioritizes existing requests with any new requests to ensure a current assessment and prioritization are available for the District Technology Council (DTC). **III.C.1.1 ITAG Minutes 091715**

District technology council's purpose is to manage, assess and improve technology projects and initiatives based on the needs of the colleges and District. The DTC contributes to technology planning and advises collaboration among relevant departments of the District. The DTC makes technology recommendations for purchases, upgrades and adoption to the Chancellor's Executive Cabinet for discussion, consideration and budget prioritization. The DTC verifies technology project or initiative completion, updates project timelines, reprioritizes technology needs based on emerging needs, or adds new projects and initiatives. **III.C.1.2 DTC Mission; III.C.1.3 DTC Reorg; III.C.1.4 DTC Membership**

Two District departments implement technology and service requests. Information Technology Services (ITS) assigns resources and manages technology based on DTC prioritization (Technology Strategic Plan). Connected Learning provides instructional technology support services primarily to faculty and students in the form of distance learning and classroom technologies using established computer, software, and classroom technology standards. **III.C.1.5 DE Strategic Plan; III.C.1.6 Tech Plan**

District-wide infrastructure is provided by ITS which plans, develops, and supports IT for all functions and services of the District and its institutions. ITS meets the technology and instructional support needs of stakeholders and students through effective management and use of IT resources. The Technology Strategic Plan provides direction, management goals and strategies within the context of an innovative and changing environment. It defines the planning, support and management of distance learning and teaching/learning supporting technologies and services within the colleges.

District Information Technology Services include the following:

Professional support

- Setting up employee and student dedicated email accounts and user id/password access to *MyWestHills* portal
- Maintaining a Help Desk to provide student technical support by phone
- Supporting issues not needing immediate assistance for repair through the ITS Tech Support Requests available in the college portal

Facilities

- Advising architects and construction managers in planning and implementing IT construction projects
- Managing data and cabling standards

- Planning and overseeing the District Office, two college and NDC Center technology infrastructure

Hardware

- Managing desktop and laptop computers four-year replacement cycle to ensure that performance or reliability of technology resources is not a hindrance to the students or staff
- Planning, implementing and testing networking infrastructure servers, wireless networks, switches and routers
- Maintaining telephone and voice mail systems

Software

- Supporting staff and faculty with Microsoft Office and One Drive accounts for cloud storage and access to the Adobe Creative Suite
- Importing, trouble shooting and testing Canvas, the District IT supported Learning Management System (LMS)
- Tracking and installing software and security update services
- Planning and managing of Ellucian Colleague functionality and upgrades

The District website is managed and maintained by the district marketing department. Currently, the website is in responsive redesign to make it easier for students to access college information using their mobile devices. The relaunch will take place late spring 2017. Marketing oversees all website content on the current and upcoming website. **III.C.1.7 Marketing Webpage**

III.C.1 Analysis and Evaluation

The College Planning Council (CPC) makes recommendations to one of the two District committees: The ITAC or the ATAC both act as subcommittees of the District Technology Council (DTC). The ITAC membership includes District employees: AVC of Connected Learning, Educational Technology Specialist and two ITS staff members. College representation includes the two college Vice Presidents of Educational Services (CIOs) and of student services (CSSOs), the Adaptive Technology Coordinator and four faculty from each college. ITAC is chaired by a faculty member.

The District Administrative Technology Advisory Committee membership includes District employees: AVC of Enrollment Management and Institutional Effectiveness (committee chair), Foundation Executive Director, HR Director, AVC of Business Services and an ITS staff member. College representation includes the two college Vice Presidents of Educational Services (CIOs) and of student services (CSOs).

The District Technology Executive Committee membership includes the Vice Chancellor of Educational Services and Workforce Development (committee chair), the ITAC chair, the ATAC chair, the AVC of Information Technology Services and the two college Vice Presidents of Educational Services (CIOs) and of student services (CSSOs). The committees detailed above ensure participatory governance in the implementation and maintenance of technology and services.

As part of continuous quality improvement, in fall 2016 DTC amended its use of the word "project" to separate minor and major initiatives. This improvement evolved from stakeholder concern that low-cost and low-time projects were sometimes placed behind high-cost or high-time projects in the implementation queue. Initiative is defined as any piece of work that has any of the following attributes:

- Requires 40+ hours of combined work. Any hours that are worked by any employee (whether they are IT or not) should be counted
- Requires 3 or more departments. By default, every project will require at least 2 departments (ITS and end-user department). If the work requires more than 2 departments, complexities are inherently introduced
- Requires funding, beyond existing department budget, to implement
- Requires work with vendors
- Requires integration/interfaces between multiple systems

DTC, after reviewing projects and initiatives with the Chancellor's Executive Cabinet, delegates the prioritized list of initiatives and projects to ITS. ITS, in turn, maintains a Synthesis of Technology Projects that categorizes requests by area and offers a Timeline, Responsible Parties and Queue Status for review and reflection by all committees. **III.C.1.8 Synthesis**; **III.C.1.9 DTC Tracker**

To ensure technology resources support academic programs, teaching and learning, and support services, all technology hardware and software are inventoried and placed on a mandatory replacement cycle. Committees are informed by ITS regarding replacements and updates of all equipment.

Provisions for reliability, disaster recovery, privacy, and security include:
- Physical Resources/Hardware Replacement
- All desktop computers are on a four-year replacement cycle to ensure that performance or reliability of technology resources is not a hindrance to students or staff. Under the plan, the decision to replace computers at the end of their four-year life cycle is not optional

Management of PC Infrastructure

Operating system configuration and software on all desktop computers is centrally managed and standardized. This includes remote sites that are not directly connected to the WHCCD network. All WHCCD computers have a standard set of software so that the user experience is consistent, no matter location. The system used to manage computers has a mechanism for reporting, which allows technology staff to know immediately when desktops fall out of compliance with configuration standards.

Software Security

Software updates for both desktops and servers are centrally managed. This includes Microsoft operating system security updates and updates for third party software. Operating system updates are tested and released every month as they are released. Common third-party software products such as Adobe Flash and Oracle's Java (frequently subject to attacks) are updated on an aggressive schedule – typically within days after a new release comes out.

Account Standards and Procedures

All students and staff have their own unique user account, for which they use to log into WHCCD computers and systems. Students and staff use the same username and password to log into almost every WHCCD system. Passwords are governed by an enforced password standard that requires both length and complexity. For accountability purposes, shared accounts are only allowed in specific circumstance, such as locked down, single-purpose "kiosk" computers.

Ubiquitous Wireless Access / Wireless Security

West Hills strives to provide ubiquitous wireless access at all of its locations. Students and staff must log in using their West Hills account to access the network from their personal devices. college issued laptops have access to all internal network resources while connected to wireless, while non West Hills devices connect to a segregated network that allows access to the internet and to a limited array of internal network resources.

Standard III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs and services.

III.C.2 Evidence of Meeting the Standard

The Technology Strategic Plan determines the most appropriate way to leverage information technology to serve the mission of the District and its colleges. The Plan is the roadmap to guide the District in enhancing its ability to achieve certain critical outcomes, including the following examples:

- Improved teaching and learning
- Strong support for marketing/admissions programs
- Increased enrollment retention
- Increased productivity of students, faculty, and staff – especially through the use of information technology
- Maximizing the District's return on the investments that are made in information technology
- Continued recruiting of talented faculty, staff, and administrators
- Streamlined administrative services (e.g., registration, financial aid)

The plan supports both the District Strategic Plan and the college's draft EMP. The District Technology Council is the highest level governance committee focused on technology planning and acquisition.

The ITS Department maintains a comprehensive six-year technology equipment replacement plan. Separately, all desktop computers and laptops are on a four-year mandatory replacement cycle to ensure that performance or reliability of technology resources is not a hindrance to students or staff. Network equipment and servers are on a varied replacement life cycle appropriate for the type of equipment. To address software needs, the college has taken a more strategic approach to the purchase of licenses. Colleges no longer buy software on a piecemeal basis; the District purchases campus-wide licenses, such as Adobe and Microsoft. All new computers have Microsoft Office 365 installed. **III.C.2.1 Tech Plan**

III.C.2 Analysis and Evaluation

Technology needs have been identified through participatory work on the 2016-2020 Technology Strategic Plan with input from stakeholders. In November 2014, the District was successful in passing a general obligation bond called Measure T. The purpose of Measure T was to improve the quality of education through upgraded access to computers and technology. In addition to Measure T, West Hills College Coalinga benefits from several federal and state grants, a District Innovation Award and the District's general fund commitment to maintain a strong technology infrastructure.

Services that support technology operations, programs and services include those listed below:

- a Faculty Development Lab at the college, staffed to provide faculty technology workshops and individualized training
- 24/7 access to the Canvas Learning Management System help line
- Regular assessment of Ellucian Colleague, *SharePoint*, and new software such as Civitas, eLumen, Net Tutor, Cranium Café
- Regulatory review of information and services needed by the colleges
- Integration needs/issues requested initiatives such as Aid Like a Paycheck, SARS Anywhere, Common Assessment, Affordable Care Act

As new buildings are constructed or existing technology within buildings is updated, ITS staff advises on products and installation. If there is a need beyond the resources allocated, ITS supports the college President in petition for additional funds. The college determines whether requests are consistent with the EMP and college mission before deciding if and how much additional funding is needed. For example, fall 2016 installation of smart white boards and projectors in most classrooms resulted in minor room configuration changes and additional LCD panels. After a spring 2016 pilot semester, additional funding to complete classrooms to maximize student viewing was secured through Title V and Measure T funding. **III.C.2.2 Measure T**

Standard III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

III.C.3 Evidence of Meeting the Standard

Server Backup and Recovery

The District provides a system for backup and disaster recovery through the use of backup hardware and software resources. The District's virtual machine (VM) servers are backed up using VEEAM Backup and Replication Suite 9.0 targeting EMC's Data Domain (DD) 2500 as the storage repository. Servers are incrementally backed up each day to a DD appliance located on the Coalinga campus. Synthetic full backups are also created once weekly to maintain backup integrity and reliability and also to speed recovery times in the event of a disaster. These backups are retained for a 30-day period.

Application and File-Level Backup and Recovery

In addition to VM incremental backups more granular backup and recovery options are maintained. Microsoft SQL server backups via the VEEAM suite are maintained for our time-critical services such as Ellucian Colleague, *SharePoint* and the District's other databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical databases. Finally, file level restores are also available through the VEEAM appliance for granular file system recovery.

Disaster Recovery

To facilitate disaster recovery, the District maintains a second DD appliance in a geographically distinct location, located on the Lemoore campus, to which the primary DD appliance continually replicates all backup data. This provides a remote recovery source if the primary location is subject to physical damage or disaster. Finally, each of the District's sites run the same patch level of VMWare which allows VMs to be migrated temporarily to other sites should a long-term outage occur at the primary location.

Network Reliability and Recovery

The District's network device configurations are backed up periodically via Cisco's Prime Infrastructure 3.0. This allows rapid recovery of Network Devices should one fail and need replacement. Spare network switches are maintained for each core location allowing rapid replacement when necessary.

WAN services are redundant to Coalinga and Lemoore campuses, having backup secondary connections should the primary link fail. In the event this happens, services automatically roll over to the backup connection allowing the District's operations to continue.

III.C.3 Analysis and Evaluation

The WHCCD Information Technology Services department (ITS) provides technical support for college and District end-users. If faculty or staff experiences a problem with hardware or system, a request is submitted through the tech support system for assistance. An email is sent confirming the technical assistance request; a second email is generated when the case is assigned to a technician. Once the problem is resolved, a final email is sent to the request originator confirming completion.

Technology purchases and support are provided by the ITS Department. The department maintains and supports the campus infrastructure, hardware, and systems that support administrative operations and instruction. ITS also maintains inventory logs of all computers and peripherals. All technology purchases are originated by the ITS Department to ensure that District standards are maintained and to obtain the best pricing available. The District's best practices approach has allowed the college to consolidate certain services, where feasible, to reduce

management and operational costs while enhancing support services. IT support of campus infrastructure provided by ITS follows internal guidelines for secure and robust placement, selection and upkeep of infrastructure on campus. West Hills College Coalinga follows District guidelines regarding compliance with network access, responsiveness and reliability of the network.

In 2015 the District upgraded the PBX phone system, which expands the number of phone lines the system can accommodate and added unified communication to the voicemail system as well as unified messaging so faculty and staff can receive all their messages in one place, e.g. voice messages through email. In-class technology needs are met by both ITS and the Media Service Specialist, who is responsible for loaning faculty and staff equipment as well as the maintenance and replacement of in-class technology.

Assessment of reliable access, safety, and security is validated by downtime statistics. One area for improvement is the human process surrounding the use of technology. For example, in summer 2016 Ellucian Colleague conducted a user audit of payroll processes that can be more automated than the current Office of Business Services Office procedures. Implementing Aid-Like-A-Paycheck offered additional automation possibilities in how financial aid disbursement is accessed by students. ITS works with administrators, faculty and staff to determine the most reliable, safe and secure methods of technology implementation. Professional Development activities such as cybersecurity training at Duty Day and product training support how stakeholder daily use and actions significantly contribute to reliability, safety and security.

Standard III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.4 Evidence of Meeting the Standard

The Connected Learning Department (CL) provides quality training and technical support for faculty, staff, administrators and students as outlined in the Distance Education Strategic Plan. Regular workshops are held on topics such as *SharePoint* and Canvas, the District's learning management system (LMS). Other technical trainings provided include Microsoft Office Suite, Outlook, IP Phones, accessibility, cloud storage and security awareness.
III.C.4.1 DE Strategic Plan

Connected Learning and Title V staffs a college Faculty Development Lab that operates in collaboration with instructional areas and subject-matter experts to develop training and materials that address pedagogy, andragogy, instructional design, accessibility, Open Educational Resources, mobile device initiatives and new technologies to create and deliver course content. Outside agencies and subject-matter experts are also engaged, so that faculty members have varied opportunities to learn about current trends and technologies.

Constituency input from students, faculty, administrators, and staff direct the support and training offered by Connected Learning and the college Title V grant. End-user feedback, such as that provided via student satisfaction surveys in the District's LMS and faculty evaluations of professional development workshops inform ongoing improvement efforts directed at provision of quality training and technical support for faculty, staff, administration and students. **III.C.4.2 CL Surveys**

III.C.4 Analysis and Evaluation

WHCCD uses surveys to determine training needs among faculty and staff members and follow-up surveys among attendees to evaluate the effectiveness of workshops and training sessions. Online training guides and help manuals for specific programs and systems are provided by ITS, Title V and Connected Learning. All staff members are encouraged to participate in individual and/or self-paced training opportunities. As can be accommodated, travel to

discipline- or position-specific training opportunities off campus such as conferences and other appropriate trainings are approved and funded by Title V as funding permits.

Workshops are offered on both college campuses; faculty may attend at the college convenient for them (many faculty live in Fresno or other distances from WHCC). Workshop examples include the following:

- Working with Images
- Accessibility Checklist
- Canvas Basics & Cleanup
- OER-Resourcing/Contributing Materials
- End of Semester Checklist
- Pedagogy and Andragogy Online
- Raising your Game in Canvas
- TechShop

- Canvas Assignments, Events & Calendar
- Regular and Effective Contact in Canvas
- Canvas Basic Communications
- Smart Rooms, Increasing Student Engagement
- Canvas Assessments & Gradebook
- Canvas Speedgrader

In addition to in-person workshops, Title V manages a Canvas Faculty Community and Student Community that offers tips and support for technology issues. Faculty members are invited to attend conferences and courses such as Fresno State's *DISCOVERe* full week of summer training on effective technology and tablet use in engaging students. Fall 2016 Duty Day workshops demonstrated creating quick student videos using phones and tablets. **III.C.4.3 Canvas Workshop Schedule**

Additional, on-demand self-paced online courses include the Canvas self-paced module provided by the California Community colleges Chancellor's Office Online Education Initiative, Professional Learning Network and Lynda.com accounts. The college Faculty Development Lab called "The Nest" is staffed five days per week. Professional Development and Duty Day activities also address integrating technology into classroom teaching. An evaluation is completed at the end of each activity to assess the value of the instruction and its relevance to program and institutional operation. **III.C.4.4 Nest Trainings**

West Hills College Coalinga staff mentor faculty one on one and in small groups on transitioning to open education resources, DE course management, accessibility, regular and effective contact and Canvas applications. Staff selects one course per semester to bring to master course level, per the OEI rubric, for inclusion in the next generation of California Virtual Campus. In fall 2016 the WHCC California Water Course was completed and marketed statewide as an exemplary online course. In parallel, two additional courses begin the master course process; staff mentor faculty regarding reducing materials costs, resourcing engaging video and open source materials and creating engaging learning that fulfills the OEI rubric. In fall 2016, Connected Learning, developed and will implement a Badge program that encourages faculty to enhance courses that progress through the OEI and OER rubrics in stages. Title V also reviews 1-2 certificates each semester for revision, OER materials and updates and the first mentor semester certificate will be Ag Business. **III.C.4.5 OEI Resource Page**

In spring 2015 WHCCD earned a $2.5M Innovation award from the California Community college Chancellor's Office for innovation built around the use of technology to enhance teaching and learning and to enhance student enrollment and engagement. Award for innovation funds are used to support creative teaching and service innovations that infuse technology in instruction and services to improve student access, success, and transfer. In addition, these funds provide professional development opportunities for faculty on core technologies and competencies to expand programs, transfer degree, and curriculum alignment and student learning outcomes. **III.C.4.6 Dept Finance Award**

Standard III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

III.C.5 Evidence of Meeting the Standard

West Hills College Coalinga follows and adheres to Board Policies and Procedures developed to assure the appropriate use of technology in the teaching and learning processes. Anyone using a school owned computer and accessing the network is prompted that by logging in they adhere to the Computer and Network Use. **III.C.5.1 BP 3720**; **III.C.5.2 AP 3720**

Additional emphasis is found in the Standards of Student Conduct (BP 5500) that addresses technology, files, id/passwords, computing facilities and computing systems. The Academic Honesty Policy (BP 5505 AP 5505) addresses all dishonesty violations both those that do and do not involve technology. **III.C.5.3 BP 5500**; **III.C.5.4 BP 5505**; **III.C.5.5 AP 5505**

WHCCD posts an Accessibility Statement on its website that details Section 508 compliance and Priority One requirements specified on the W3C List of Checkpoints for Web Content Accessibility. All ITS purchasing decisions validate Section 508 compliance on all technology products. ITS also refers to the State Chancellor's Office list of vetted vendors and purchases recommended products when available. As an example, free online tutoring, in January 2017, changed providers from SmartThinking to NetTutor to work within the state's recommendations. **III.C.5.6 Accessibility**

III.C.5 Analysis and Evaluation

WHCCD has a Computer Network Use policy found on the login page of the District website. Faculty is encouraged to reference the policy in their syllabi and require it as a check-in assignment for a course. All new hires sign a Computer and Network Use Agreement that refers to AP 3720 on hire. ITS provides guides for staff and faculty in the MyWestHills portal to include the following:

- Video Captioning
- Office 365
- Office 365 Migration
- Outlook
- Printing
- Wireless Access

- Lab Software Documentation
- Ellucian Colleague
- Ellucian Colleague
- iOS
- LectureCapture
- @One training

Faculty and staff available resources include Lynda.com, Adobe Creative Suite, 3c Media and materials from ASCCC, Professional Learning Network, Doing What Matters and student services statewide initiatives. The use of technology in teaching and learning serving students is strongly encouraged by the college. Instructors for traditional classes are instructed in the use of the classroom media consoles, electronic white boards and projection systems. Staff is supported in new applications related to online orientation, tutoring, counseling and the Canvas Student Community. Professional development trainings include the use of social media is discussed along with appropriate protocols. **III.C.5.7 Canvas Webpage**

From the college website, students have access to download a free version Microsoft Office. Students also have a Canvas Student Community where access issues, guides and resources are offered. Discussion forums include Students Helping Students and general Q&A for DE student support. An online readiness quiz is available for students on the District website in addition to guides on Technology Skills, Study Habits and Tips for Success. The District provides 24/7 Canvas phone support and a five days per week District staffed Help Desk to guide students. The college website provides a guide for students to connect to the WHCCD Wi-Fi Network. **III.C.5.8 Online Assessment**

Online classes are evaluated with the same criteria as traditional classes to insure that the policies and procedures established by the college and District are being followed and technology is being used in an appropriate manner. Faculty is committed to training their students in the use of technology. Instructors frequently schedule classes in

computer labs. The library offers instruction on the use of databases for online research instruction and many faculty utilize *Turnitin* for essay review. These uses of technology keep the class relevant and provide technological experience to students who will move into the workplace or into four-year university programs.

The District Technology Executive Committee and two subcommittees Administrative Technology Advisory Committee and Instructional Technology Advisory Committee meet monthly to review and improve standards, major issues and initiatives. The DTC also sets policy for campus technology. For example, the committee works with the ITS procurement process to ensure that all equipment purchased is 508 compliant. District ITS department has policies in place regulating the hardware, software and behavior of users to help maintain a secure computing environment. The Technology Strategic Plan promotes management practices that ensure the security and reliability, confidentiality, integrity and availability of organizational information resources.

Evidence: Standard III.C - Technology

The link above contains evidence and additional links of information for Standard IIIC

III.C.1.1 ITAG Meeting Minutes
III.C.1.2 DTC Mission
III.C.1.3 DTC Reorganization
III.C.1.4 DTC Membership
III.C.1.5 DE Strategic Plan
III.C.1.6 Tech Plan
III.C.1.7 Marketing Website
III.C.1.8 Synthesis of Tech
III.C.1.9 DTC Active Initiative
III.C.2.1 Tech Plan
III.C.2.2 Measure T Webpage

III.C.4.3 Canvas Workshops
III.C.4.4 the Nest Trainings
III.C.4.5 OEI Resource Webpage
III.C.4.6 Dept Finance Award
III.C.5.1 BP3710 Computer Use
III.C.5.2 AP3710 Computer Use
III.C.5.3 BP5500 Standards of Conduct
III.C.5.4 BP5505 Ac Honesty
III.C.5.5 AP5505 Ac Honesty
III.C.5.6 Accessibility Statement
III.C.5.7 Canvas Webpage
III.C.5.8 Online Readiness

Standard III.D: Financial Resources

Standard III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation, and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability (ER 18).

III.D.1 Evidence of Meeting the Standard

The college has sufficient revenues to support and sustain educational programs and services and improve effectiveness. Through West Hills College Coalinga's program review process, the college allocates resources based on assessments that demonstrate the need for improvement. This process allows the college to prioritize spending for services that connect to the College Mission and draft Educational Master Plan (EMP) goals and strategies.

West Hills College Coalinga receives an allocation from the West Hills Community College District (WHCCD) annually, which supports student learning programs and services. Adjustments to the allocations, reallocations and carryover are made upward or downward during the year due to enrollments and state funding changes. As described in AP6225: Resources are allocated to colleges for the purpose of prioritizing and planning the human resources, support programs and academic programs desired by the colleges which are determined by the internal planning processes at the college level. **III.D.1.1 Budget Status; III.D.1.2 BP 6225**

Financial planning supports and is integrated in all aspects of institutional planning. All constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. The Budget Resource committee (BRC) meets to determine budget allotment and priorities for WHCC. All budget priorities to the committee come from program review and departmental requests if needed between program review cycles. Once reviewed, the BRC forwards its recommendations to the College Planning Council (CPC). The CPC reviews all requests with members in that committee. Should the need arise for an exceptional expenditure; the department brings the request forward through the established committee process and the President brings the request to the Chancellor's Executive Cabinet. **III.D.1.3 PR Priorities; III.D.1.4 CPC Minutes**

In addition to the annual budget planning process, each department is responsible for review of its own budget. Beginning fall 2016, the college has been able to benefit from a grants accounting specialist on campus that is accessible to ask and answer questions and provide training on budget review. Each CPC committee member and department leader understands his/her role and responsibility in budget development and implementation, as well as the budget's connection to institutional mission and goals.

The District resource allocation procedure provides the ability for the College to submit plans and priorities to fund educational requirements. This process is integrated with the budget committees on each of the colleges and is then discussed at Chancellor's Executive Cabinet. The College submits a list of priorities, which compete with each other, making it necessary to allocate any discretionary funds based on the resources allocation procedure to ensure no bias between the colleges. **III.D.1.5 BP 6225**

All of the revenues for each budget are based on the mid-year state income affected adjustments (P1 and P2) to its base annual funding and may receive either increases or decreases as a result of those adjustments received from the State Chancellor's Office. These documents represent the actual income; however, for forecasting purposes the District's Business Services Office gathers all necessary payroll information so that calculations can be made for step increases to salaries; COLA adjustments benefit changes, new positions added and/or reduced as well as changes to the utilities or contractual obligations.

Budget information is placed into budget worksheets distributed to the college Presidents and their teams, as well as District teams. The colleges then submit their worksheets back for reconciliation. Each college is provided their tentative budgets. Both the tentative and adopted budgets are imported into Ellucian Colleague and allow for the budget accounts to be accessed for encumbering those resources by the college and budget managers. **III.D.1.6 Budget Sheets**

The reserve from each fiscal year serves as the beginning balance for the next fiscal year and is treated as revenue. The budget for each subsequent year is then budgeted for a reserve minimum five percent, per WHCCD Board of Trustee mandate.

The WHCCD Board of Trustees establishes and regularly updates Board Rules that address financial management and internal control structures. Below are examples related to purchasing:

- Board Policy 6330 Purchasing **III.D.1.7**
- Board Policy 6340 Bids and Contracts **III.D.1.8**
- Administrative Policy 6345 Bids and Contracts – UPCCAA **III.D.1.9**
- Administrative Policy 6350 Contracts – Construction **III.D.1.10**
- Administrative Policy 6360 Contracts – Electronic Systems and Materials **III.D.1.11**

The District Business Services office Procedures Manual (p. 22-26) describes processes that provide equal opportunity to bidders. There is a bidding procedure matrix for construction and non-construction projects that is made available online. These documents ensure that fiscal procedures are followed for financial stability. **III.D.1.12 Bidding Matrix; III.D.1.13 Business Office Manual**

III.D.1 Analysis and Evaluation

The College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services that improve the student outcomes for institutional effectiveness. The college demonstrates sound financial planning and execution annually through meeting its enrollment targets within the budget allocated by the District. The allocation formula of the WHCCD distributes resources based on enrollment and funding for key areas of the institution, including M&O. The purpose of the college's program review template is to ensure connection between identified needs of the program review with the college's budgeting and planning process. Resource requests are initiated in program review and first prioritized by learning area. Faculty driven program review and initial budget prioritization in smaller groups ensures financial planning is integrated with and supports all levels of institutional planning. This process is documented in the PGIP manual and is reviewed annually. The West Hills College Coalinga BRC follows a process to prioritize and measure the merits of each resource request. **III.D.1.14 Business Services PR**

The College receives monthly budget projection updates presented by the Deputy Chancellor at the WHCCD Board of Trustees meeting. When additional funds become available throughout the year, BRC makes recommendations to CPC on how to distribute those funds. The college's proactive enrollment management has helped ensure financial stability for the entire District.

The College planning process is tied to the District budget calendar to ensure the comprehensive budget and financial planning process is completed, per BP6200 Budget Preparation and AP6200 Budget Preparation. The District's Calendar for Development of Budget is posted on the website. The Board of Trustees and District leadership also receive monthly financial statements and presentations as to the current status of the District. In addition, budget information and processes from planning, tentative, and adopted budget stages are made available to the Board of Trustees and District leadership and viewable on the District's BoardDocs web portal. The budget process takes into consideration the resource allocation required by each cost center. **III.D.1.15 Budget Calendar; III.D.1.16 BoardDocs website**

The West Hills College Coalinga President receives budget worksheets from the District Business Services office in January. The worksheets include unrestricted general funds, grants, categorical funds and ancillary accounts. The President sends the spreadsheets back to the deputy Chancellor for budget development by April 1, following the college process described earlier. The Presidents can reallocate funds in grant and categorical funding. Typically, no additional funding requests can be made after this date.

West Hills College Coalinga receives significant restricted funding in the form of state and federal grants. Fiscal management of these grants is outlined in BP6301 and AP6301 – Fiscal Grants Management. In addition to Board Policy, the District offers a Grants Management & Fiscal Guidelines Handbook and the support of a District Grants Office for fiscal and reporting advising. **III.D.1.17 AP 6301; III.D.1.18 WHC Coalinga Grants**

Ensuring that staff correctly budget to each grant program and that purchases are in compliance with grant requirements requires constant communication among Business Services Office grants accounting specialists, The Grants Office and college program or project directors. In order to ensure that staff have met the requirements of their grants, the District is required by various grants to obtain a time allocation sheet as well as a time card from each staff member charged to the their grants.

In addition to basic categorical grants, the District is the fiscal agent for several multi-partner grants. As fiscal agent, the District accounting staff is required to audit the financial records for each partner. The partner submits a bill to the District for expenditures and includes documentation for the charges. The grants accounting staff assigned to the grant program review the documentation and submit a requisition to pay the partner(s). Periodic partner site visits review documentation and program files.

A significant amount of time is spent by the college, Grants Office and Business Services Office to manage items such as agendas, minutes, and itinerary for trips, sign-in-sheets for students and staff meetings, receipts for all expenditures, and the monitoring of all requests for expenditures to ensure authorization through Ellucian Colleague for payment. Progress reports are developed and collected on a quarterly or semi-annual basis. Annual reports are written by college program or project directors, reviewed by the District Grants Office and checked by District grants accounting specialists. The financial oversight of categorical programs is complex and subject to differing regulations depending on the funding source. Changing regulations from State and Federal agencies add an additional compliance burden for college grants management and District fiscal and reporting review however staff at the college meets with District staff for this purpose. **III.D.1.19 Grants Mgt Handbook**

Standard III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

## III.D.2 Evidence of Meeting the Standard

West Hills College Coalinga's budget planning process is tied to the program review process and strategic planning so that resources can be directed in support the college's mission and strategic goals. The college receives budget worksheets from the District Business Services office annually and disseminates to campus stakeholders and committees in preparation for the budget process. The budget process involves all constituency groups and is clearly outlined in the PGIP manual. The integrity of these processes is verified by District oversight, internal audits, and external audits. Adhering to these processes ensures the college does not overspend and maintains fiscal stability.

Financial resource requests are submitted annually to the BRC for review and prioritization. Requests for new faculty positions are routed to the Academic Senate for prioritization. All other requests are prioritized by BRC.

The CPC reviews the requests to ensure that they align with the college's mission, and strategic plan and forwards recommendations to the President, who reviews them with executive staff in the President's Executive Cabinet (PEC) meeting. Should the need arise for an exceptional expenditure; the department brings the request forward through the established committee process to the President the processes for allocating resources is clearly defined in the Participatory Governance and Integrated Planning and Manual (PGIPM).

The District Business Services office ensures sound financial practices through the use of purchasing guidelines and a public contract code to provide equal opportunity to bidders. There is a bidding procedure matrix within the business office manual made available online. These documents ensure that fiscal procedures are followed for financial stability. West Hills College Coalinga mission statement and draft EMP goals guide financial planning. Budgetary decisions are driven by these goals and are implemented at every level, beginning with learning areas through program review and rising through the shared governance process. All requests for funding must be justified by their connection to the draft, college Strategic Plan, KPIs, Learning area goals or assessment improvement plans that pass through the program review process. **III.D.2.1 EMP 2013**

All college constituency groups have opportunities to participate in the development of institutional plans and budgets. The West Hills College Coalinga governance structure and process is designed to be inclusive and collaborative. The flowchart describes the governance process below:
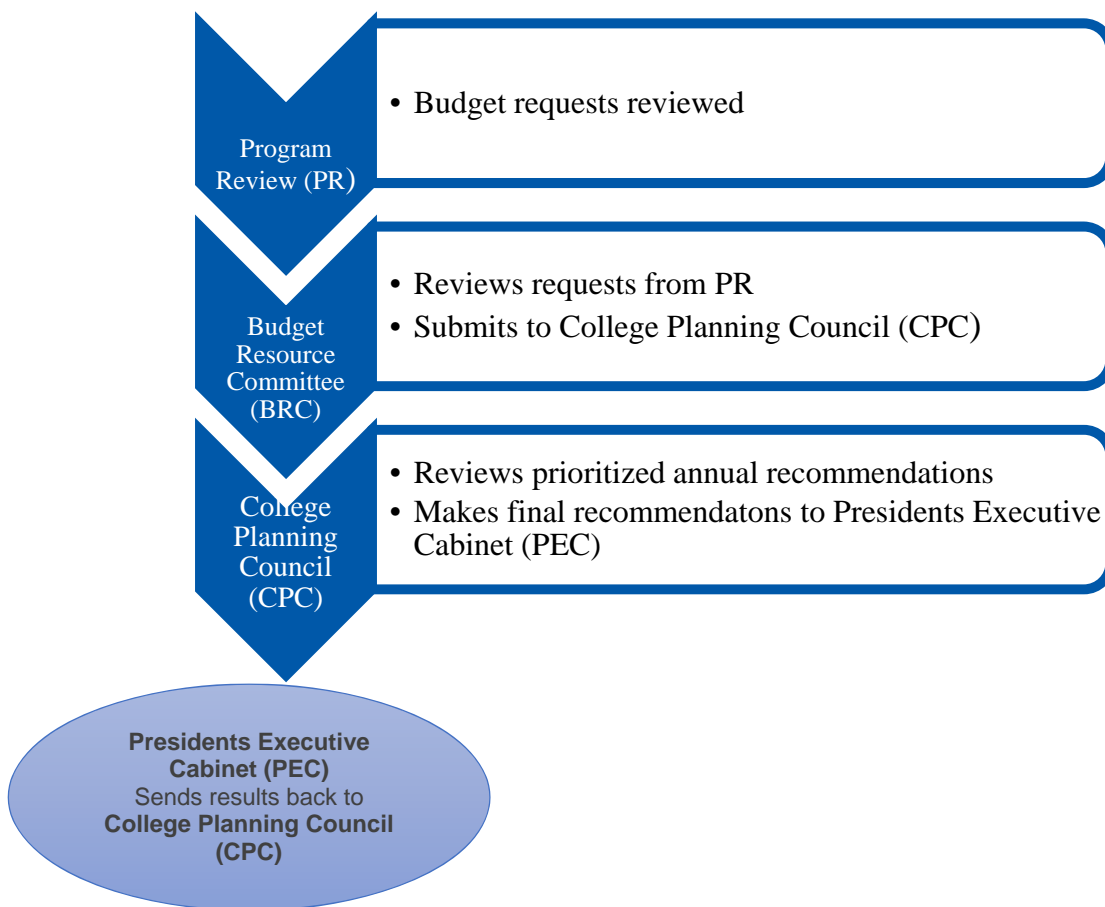
III.D.2 Analysis and Evaluation

The mission of the BRC is to build and foster a strong commitment to the use and development of community, technology, education and funding in order to effectively increase the resources and productivity at West Hills College Coalinga. Funding Sources include the following:

- Categorical and Grant Programs (Lottery Funds, Basic Skills Initiative, Student Success and Support Program, Student Equity, EOPS, CalWORKs, and DSPS) - Restrictions vary within these funds and it is the job of the college administrative team to determine how these funds can be used according to their program plans and budget recommendations.
- General Funds – All other funding requests can use this funding source

The BRC presents a prioritized request for funding lists annually and includes new faculty positions, non-faculty positions, equipment/furniture list, supplies/software list, and a professional development list. All lists go directly to the Planning and Governance Council except for the new faculty positions which are directed to the Academic Senate. The BRC designates items on each list that may be funded by lottery funds. In addition to preparing requests for funding, the BRC also proposes recommend adjustments to the annual proposed budget. **III.D.2.2 PR Priority**

Requests not associated with one-time state funding for supplies and equipment and those not already funded by the fixed costs of the operational budget are given to the BRC, which prioritizes requests and makes recommendations for additional funding. BRC recommendations are sent to the College Planning Council (CPC) for review. Further review is discussed in President's Executive Cabinet before final recommendations are made by the college President.

The college also utilizes the skills and resources of the Basic Skills and Equity Committee (BASE) to formulate a plan to allocate new funds that would accompany the Student Success and Support Program (SSSP) Plan and the Student Equity Plan. Both programs include additional funding, and the college must allocate these funds based on legislative intent, allowable uses and connection of the funding to the plans. **III.D.2.3 BASE Planning**; **III.D.2.4 SEP 2015; III.D.2.5 SSSP 2015**

To support the process of ensuring that college resources are allocated consistently with institutional mission and goals and to oversee the integration of financial and institutional planning, the college relies on the shared governance opportunities of, BRC and CPC for dialogue and participation related to fiscal resource decisions. Departmental instructional needs occur in between program review cycles however there is not a process to ask for resources. Faculty have not been aware of specific budget allocations nor been trained on how to request and requisition funds in their respective budgets. In order to improve institutional effectiveness in the governance process relating to budget allocation, the college will bring budget priority lists to the respective learning area agendas and the BRC will become more visible in college committees. This is outlined further in the Quality Focus Essay, Action Plan #1/Integration of Resource Allocation.

Standard III.D.3

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.

Standard II.D.3 Evidence of Meeting the Standard

The budget process begins when the District advises the college of its allocation and FTES targets for the next year. The District has directed the college to meet its FTES targets and to maintain a balanced budget. The Business Services Office develops a budget, beginning with identification of salaries, benefits and other fixed costs.

The program review process guides college financial planning and budget development, including the prioritization of resource requests. Institutional planning takes place through a variety of committees, including BRC and CPC, with representation from all constituency groups.

Participation on the BRC and CPC is broad based and meetings are well attended however, the communication of budget decisions is not clearly noted to all college constituents. In order to improve institutional effectiveness and move in the direction of continuous quality improvement, the college needs to develop more transparent systems that provide appropriate opportunities for all faculty and staff to participate in the development of institutional plans and resource allocations.

Campus-wide budgetary processes ensure that planning reflects assessment of financial resource availability. The Business Services Office Procedures Manual serves to execute the administration of budgets and financial programs within the District. District Business Service Office staff meet with budget managers to review financial availability and resource alignment. All college budget managers, including grant program and program directors, are trained in requisition and approval purchasing in Ellucian Colleague and budget management processes and policies**.**

III.D.3 Analysis and Evaluation

West Hills College Coalinga needs to evaluate its participatory governance committee with a college-wide survey. The college is not maximizing the use of the data to assess the effectiveness of this process. In the spring 2017, the College Planning Council will review the participatory governance manual (PGIPM) to incorporate the results of the survey. Once analyzed and discussed, each committee will report back to the College Planning Council and make recommendations to improve the committee structures, roles and products where applicable. This is addressed in the QFE Action Project #1/Institutional Effectiveness, Evaluation and Review.

Instructional and Support programs participate in the college program review process. Shared governance represents the five learning areas which plan to review budgets before making recommendations back to the BRC. Learning areas meet once per month and have representation on all governance committees. **III.D.3.1 LA Minutes**

From BRC, the college recommended budget prioritization list then goes to CPC. The CPC governance structure provides for representation from four recognized constituencies at West Hills College Coalinga: students, faculty, classified staff and administrators. Planning and governance meetings are public. In addition to representation afforded to individuals through constituency representation, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda**. III.D.3.2 2015 PR Priority; III.D.3.3 Rankings 2016**

Categorical budget planning follows budgets developed in the grant RFP process and the program funding approved by the State or Federal funding agency. College Program Coordinators or Project Directors manage budgets related to their categorical funds. The District provides four full-time grants accounting specialist positions and one full-time grants account supervisor position. Additionally, a Director of Grants provides advising on budget intent and work plan implementation. **III.D.3.4 EOPS Report**

Standard III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.4 Evidence of Meeting the Standard

The college's institutional planning priorities are integrated into the college financial planning processes. The college receives realistic assessments of available funds, including ongoing and anticipated fiscal commitments within the annual budget from the District Business Services office. The President reviews revenue reports and projections of ending balance to assess the financial resources being developed by the college to supplement the state allocation for the upcoming budget year.

In addition to budget allocations, the college assesses resource availability through grants and partnerships in order to maximize service to students. Before applying for grants or entering partnerships, the institution's intent to apply process and realistically assesses the matching requirements, staffing/facility needs and other commitments. In this way, the college is aware of its expenditure requirements and engages in responsible and stable fiscal practices. These additional resources are used to expand programs and services, develop curriculum, and establish innovative programs.

The financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. WHCCD uses Ellucian Colleague financial data management system. College administrators and budget managers have budget inquiry, lookup and report ability via Ellucian Colleague and the *MyWestHills* portal. Each college administrator and grant program director, along with the District's Business Services Office staff, is responsible for monitoring budgets. The Business Services Office develops a budget calendar and timeline to ensure all stakeholders fulfill budget needs in a timely manner.

The District's Deputy Chancellor for Business Services contracts an External Auditor to provide complete business service audits. The Deputy Chancellor, with technical support from the Associate Vice Chancellor for Educational Services and Education Technology, is responsible for managing Ellucian Colleague data management system issues. Auditors review financial records once a year. The budget status tool provided through Ellucian Colleague is available to evaluate spending and allows administrators and managers to view reports in real time.

The College maintains a realistic assessment of financial resource availability in the following ways:
- Prudent use of State funding via WHCCD annual base allocation
- Regular review of dedicated revenue earned by the college
- Prudent use of state funded categorical programs, block grants and supplemental resources awarded throughout the year
- Aggressive monitoring of the college's ending balances
- Aligning grants awarded to the college with the strategic master plan
- Ensuring enterprise partnerships are sufficiently managed to cover all current expenses and exit each year with a positive balance

Institutional planning and budget development reflect the college's commitment to institutional effectiveness, dialogue and student learning. The college budget development process relies primarily on program review, inclusive of SLOs and data in resource allocation. The budget development process provides opportunity for resource allocation requests tied to program planning, college goals and other initiatives.

III.D.4 Analysis and Evaluation
West Hills Community College District demonstrates financial accountability through the findings of an independent auditor, secured by the Board of Trustees. The independent audit firm conducts the audit using general accepted accounting principles. The audit report is presented annually to the Board of Trustees in public session. Additionally, the District submits all state-required files and financial statements to the California Community college Chancellor's Office. WHCCD adheres to board approved policies and procedures regarding all fiscal matters.

One of the functions required in preparation for independent auditors is to review all expense charges that occurred during the year to ensure that proper account codes were correctly entered. This information is critical for the annual CCFS 311, regulations surrounding the 50% law, and the financial statements. Student bad debt must be calculated at the very end, prior to submitting the CCFS 311 as these funds reduce the District's ending balance, thus creating a negative impact on the reserves.

In 2015 WHCCD was recognized for our unique advance-registration innovation, REG365, launched in 2014 that allows students to register for classes for a full year. This additional source of revenue supports additional college innovation projects and grants for faculty and staff to enhance programs and courses. For example, the grant will provide resources including professional development and consulting services to assist the college with its efforts to increase the use of Open Education Resources (OER) and the development of a 100% OER degree program.

One area of additional development of resources, identified through the Department of the Treasury, has been the New Market Tax Credit (NMTC) with a funding allocation from the Treasury Department of around $5 billion a year for the entire country. WHCCD was able to obtain funding in two areas, the first closed in 2012 for the MUSC NMTC that generated about $2.5 million and the second closed in December 2013 for the NMTC FoF 1, that generated about $3.2 million of which $2 million was used to pay for a solar farm at the West Hills College Coalinga Farm of the Future. These one-time, unrestricted funds have been used from NMTC to pay for scheduled maintenance at WHCL and WHCC.

The college relies on the District to provide resources for its general operations. The District's budget process provides an effective financial management tool to weather periods of volatility in funding streams. The Associate Vice-Chancellor of Business Services tracks the cash flow and reserves for West Hills Community College District (WHCCD). There are sufficient reserves to maintain a stable fiscal environment and meet financial emergencies.

The WHCCD Board of Trustees adopted a Board policy (BP 6200, Budget Preparation) mandating the District to budget and maintain a minimum reserve of five percent to retain stability during financial emergencies and other unforeseen occurrences. The Board has authority to utilize reserves in an emergency. The District Risk Management Committee meets monthly to review budgets, expenditures, and assess potential economic changes and challenges. **III.D.4.1 BP 6200**

Year-end balances are sufficient to maintain reserves at or above the required five percent and allow the District to be in a position to absorb any unforeseen financial occurrence. The District's current 10.27% Reserve of $4,186,147 is designed to address uncertain economic realities. The State of California must declare an emergency (with no funding attached) for the Board of Trustees to consider subsequent action for release and use of reserves. Upon declaration of emergency, the Board will follow WHCCD protocols and determine fiscal payment priorities.

The District's State apportionment data show an upward trend from the recession low:
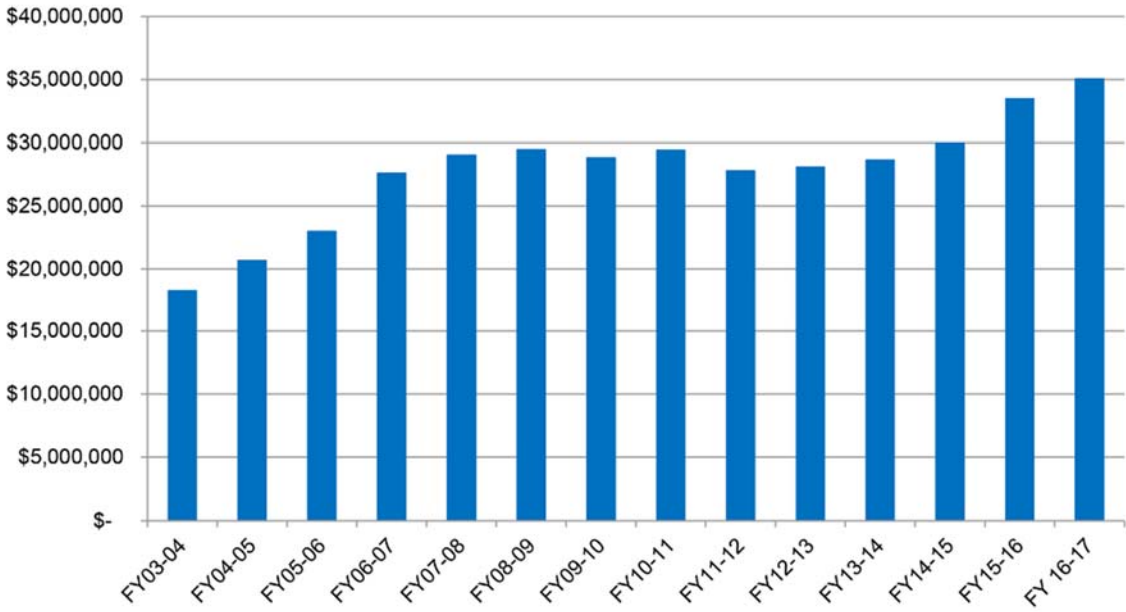
Although funded FTES dropped in 2015-2016, recovery nearly at goal guides 2016-2017:
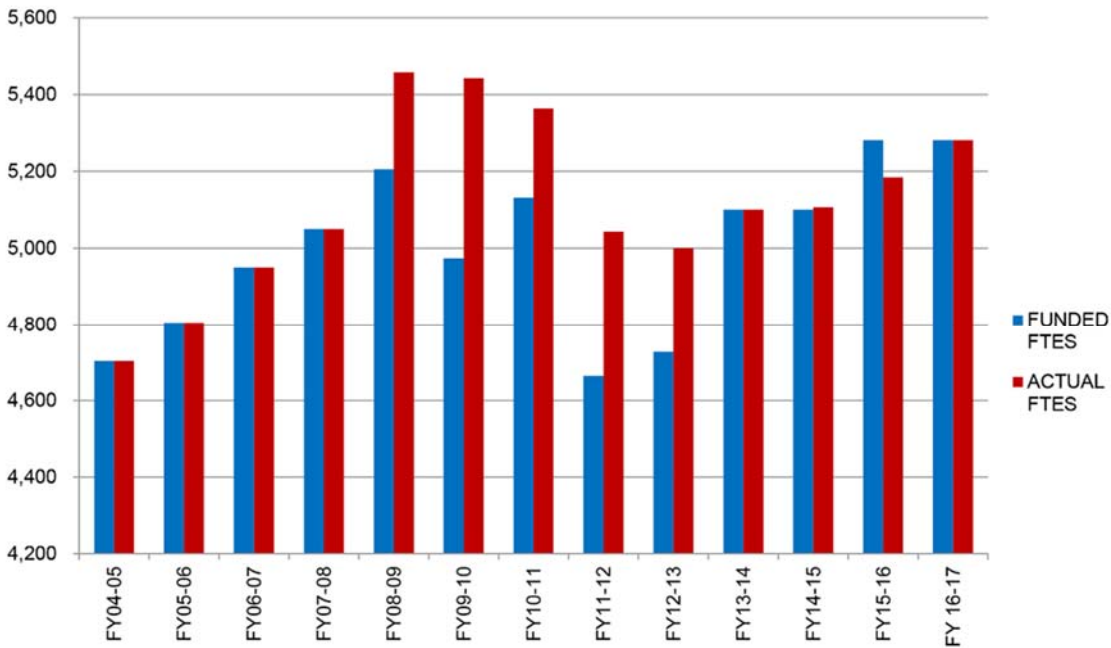
The college maintains appropriate documentation of budgets that reflects the appropriate allocation and use of financial resources to support student learning programs and services. The financial integrity of the institution is supported by the policies and procedures guiding the allocation and expenditure of college funds. All financial resources including those from fundraising efforts and grants are used with integrity in a manner consistent with the mission and goals of the college.

Standard III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

III.D.5 Evidence of Meeting the Standard

Board policies identify control and review mechanisms to ensure responsible use of financial resources. These include the use of detailed matrices for designating signature authority for contract execution, as well as separation of duties for all key components of the college's business operations. All college grants are assigned a District grant accountant as an additional level of control. Contracts and purchases over the formal bid limit are processed at the District Business Services office. **III.D.5.1 BP 6200**; **III.D.5.2 BP 6225**; **III.D.5.3 BP 6340**

To maintain financial integrity, West Hills College Coalinga has internal controls to ensure responsible use of its resources in the areas of budget, planning, expenditures, human resources, and accounting. Internal controls inherent in District policies and college procedures guide the fiscal operation during budget preparation, budget augmentations, and budget tracking. WHCCD provides financial information to the college staff, students, and public on a timely basis. The tentative budget, final budget, and all audited financial statements for the District are available in the District Business Services office and online. Faculty, staff, students, and the community are able to view audited financial statements and other budget information (e.g., BRC agendas and minutes) as needed. **III.D.5.4 Budget Status 063016**

The District annually undergoes an audit by an independent external audit agency of all fiscal operations. Multi-funded personnel are required to complete time-accounting sheets, which are signed by employee and supervisor. Categorical programs are required to submit program and budget reports, which are signed by the appropriate program director, President, and deputy Chancellor. **III.D.5.5 Audited Financials 2015**

The District and the college have well integrated financial management processes that regularly evaluate its financial practices and internal control structure to ensure financial integrity. The deputy Chancellor and the college President together with the Chancellor's Executive Cabinet ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District and the college to make sound financial decisions and ensure the responsible use of its financial resources.

III.D.5 Analysis and Evaluation

Internal control structures have appropriate mechanisms in place to assure the integrity of the District's finances. For example, purchase orders require approvals from several administrators in various departments, and invoices are only paid with a valid purchase order. The Business Services Office verifies receipt of goods and services, and reconciles invoices with purchase orders. There is a separation of duties between the financial aid staff on campus that award and package students' financial aid and the business office that disburses financial aid funds. Annual audits over the past six years have shown no deficiencies or material weakness in the District's financial procedures.

Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

III.D.6 Evidence of Meeting the Standard

The District's annual budget plan instructions outline the steps the college must take in the preparation of the annual budget. The college prepares a comprehensive budget, utilizing the participatory governances processes outlined in previous sub-standards, for both the unrestricted and restricted programs and presents it to the District Chancellor, deputy Chancellor, and vice Chancellor for a broad-based discussion involving members in the Chancellor's Executive Cabinet.

Internal controls regarding procurement are established in WHCCD Board policies. The WHCCD Board delegates contracting authority to the Chancellor who, in turn, delegates contracting authority to the college President. **III.D.6.1 BP 6200; III.D.6.2 AP 6225**

The WHCCD Chancellor has issued directives to ensure that procurement is fair and equitable. WHCCD Board and Administrative Procedure Policy 2710 address a process to ensure that there is no conflict of interest in the procurement of goods and services. Administrative Policy 2710 is the District's Conflict of Interest Code. The purchase of goods and services requires sufficient budget to be in place to encumber funds for the transaction ensuring that programs cannot purchase more than has been funded in any one cost center, specially funded program, categorical program, or grant. **III.D.6.3 BP 2710**

The college manages its budget on a year-to-year basis. Operating funds are allocated by the District, which receives an allocation from the California Community college Chancellor's Office. The amount the college receives annually is based on the enrollment targets calculated by the District. The college receives funding according to its FTES share of the WHCCD budget allocation formula, including COLA, any available growth, and non-resident tuition. In any given year, the college may receive mid-year state income affected adjustments (P1 and P2) to its base annual funding and may receive either increases or decreases as a result of those adjustments.

The single point of contact built into the Systems Applications and Products (Ellucian Colleague) system provides for checks and balances so that no single person can initiate a purchase, authorize the expenditure, or spend the funds. The District Business Services office Procedures manual is on the District website. Procurement forms indicate multiple signatures and instructions. On a regular basis, the District provides procurement training materials to update the Business Services Office Procedures Manual.

III.D.6 Analysis and Evaluation

Budget development is reflective of a participatory governance process that includes categorical programs, the Budget Resource committee, and College Planning Council. Budget allocation requests are aligned with program review, the college mission, strategic plans, or institutional set standards. Final budgets are developed and augmented as necessary to ensure the appropriate use of financial resources to support student learning programs and services.

District audits by external auditors have been consistently positive, and there have been no negative or substantiated findings over the past six years. Additional responsibility for fiscal oversight and review has been undertaken by the Vice President of Student Services to ensure that fiscal controls are maintained within all categorical programs including the new Student Support and Success Programs (SSSP) and Equity Funds restricted accounts.

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.7 Evidence of Meeting the Standard

The Business Services Office hires an external agency annually to conduct comprehensive audits of all fiscal operations. Annual audits include the following objectives:

- Determine whether the District's financial statements are presented fairly in accordance with generally accepted accounting principles
- Determine if the District is in compliance with Federal laws and regulations
- Determine if the District is in compliance with State laws and regulations
- Perform an evaluation of the internal controls to form the basis for expressing an opinion on the fair presentation of the Financial Statements

If the external report indicates findings, the findings are used to make corrective action for improvement. Annual audit reports are distributed to the Board of Trustees and posted on the District Website. There have been no findings in the last six years.

III.D.7 Analysis and Evaluation

If the District receives any findings, it takes immediate corrective action. However, there have been no material findings or audit exceptions in the last six years.   **III.D.7.1 Bond Audit**; **III.D.7.2 Audited Financials**

Standard III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

III.D.8 Evidence of Meeting the Standard

The WHCCD's internal control systems are evaluated annually by an external auditor and results are included in the Annual Audit Report. If the annual audit results in a finding, the Business Services Office takes immediate corrective action for improvement.

Although there have been no audit findings over the last six years, in 2016 WHCCD hired Ellucian Colleague to conduct an internal audit of several business processes, which included finance. The intent of the finance audit was to assess the District Business Services office's efficiency and effective use of the Ellucian Colleague financial software. The report indicated that the District and college are not fully utilizing all the functionality in the finance system. Therefore, WHCCD is negotiating a contract with Ellucian Colleague to provide support for full implementation of the financial software and end-user training to assure effective practices and realize better efficiency.

III.D.8 Analysis and Evaluation

In 2014-15 the Business Services Office conducted a survey in preparation for its program review. The survey assessed the effectiveness of various business office functions including the reliability and timeliness of fiscal information, budget training, and process effectiveness. Results ranged from 3.0 to 3.8 (scale of 1-5 with 5 being the highest). The lowest rated question being "adequate training has been provided in the budget development process." As a result, the District Budget Services Supervisor, has implemented more thorough on-boarding training and an on-going training schedule at the campus to meet individually with each of the department managers.

West Hills College Coalinga uses the most current information as found in Volume 2 of the Federal Student Aid Handbook (FSAH) for guidance to maintain compliance with Title IV standards of eligibility. As an eligible institution, WHCC Program Participation Agreement (PPA) describes specific and general provisions as they relate

to federal financial aid and are regularly reviewed and updated as needed by Financial Aid staff. The college recognizes that Title IV regulation compliance is an institutional commitment.

WHCC internal processes for financial aid disbursement include scheduled reconciliations and other checks and balances as stipulated in Title IV, as well as separate mechanisms for responsibility of financial aid approval, disbursement, and delivery of student funds. The college's Financial Aid Department provides assistance to students completing and submitting the Free Application for Federal Student Aid (FAFSA) and appropriate documents.

Standard III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

III.D.9 Evidence of Meeting the Standard

WHCCD provides for short and long term financial needs of the District with general funding allocations generated through full-time equivalent students (FTES) apportionment, categorically funded programs, state and federal grants, bond measures and ancillary operations. FTES is the District's main revenue stream to pay mandated costs such as utilities, salaries and benefits and contractual agreements. FTES targets are achieved through strategic enrollment management.

Financial resources for West Hills College Coalinga are primarily based on state apportionment of the District, which is then allocated to the college according to the WHCCD Board of Trustees' adopted allocation procedure. Financial planning for the college is the responsibility of the College Planning Council (CPC), which involves all constituents and receives recommendations and requests from the other college committees. Through the efforts of District Business Services office staff, the financial needs of the college are maintained in a stable, sustainable manner.

WHCCD Board of Trustees mandates a five percent (5%) minimum general fund reserve to meet economic uncertainties. Long-term liabilities and obligations have been identified and are planned for by the District. Contractual, insurance, and other short-term and long-term debt expenses are identified and planning occurs with respect to these funding obligations.

III.D.9 Analysis and Evaluation

Funding priorities are established by the college, as part of the program review process and includes input from all constituency groups. The Budget Resource committee (BRC) reviews the priority list yearly and considers new and ongoing funding needs of the college. The District and college maintain sufficient cash flow and reserves in a self-insurance fund to meet all current and reasonably anticipated future obligations, including possible risk losses. Strategies for appropriate risk management and contingency plans to meet financial emergencies and unforeseen occurrences further assure the institution's fiscal viability.

The Deputy Chancellor is responsible for the District risk management program which helps to ensure the District's overall ability to meet its objectives in the face of continual risk from fire, theft, accident and liability claims. Risk management includes a number of alternative actions that may be taken before and after injury, damage or other loss. These risk management actions may prevent loss occurrences or minimize a loss's interference with District teaching and service responsibilities. **III.D.9.1 RM Webpage; III.D.9.2 RM Agenda 101416**

In 2010, WHCCD left the VIP/JPA self-insured group to join the State Wide Association of Community colleges (SWACC) and received a reduction in premiums of over $120,000. Additionally, as part of the SWACC, the

workers' compensation plan PIPS became a part of the overall insurance program. PIPS insures over $1 billion in payroll and includes K-12 and community colleges. **III.D.9.3 SWACC 2012**

The insurance programs administered by SWACC/PIPS are Workers' Compensation, Liability, Property and Employment Practices Program. Workers' Compensation Insurance premiums are tied to payroll costs of the District and are currently set to $1.608 per $100 of payroll. Liability insurance premiums are based on District FTES totals and the Property/Equipment Breakdown Insurance premiums are based on total insured values (TIV).

Student insurance is covered by the "Student Athletic Insurance Network Program," Anthem Blue Cross is the carrier. The program covers all enrolled students, athletes and visitors. In addition, the District has a catastrophic plan that after the initial $25,000 pays up to $1 million for any inter-collegiate athletes claim. The District's Business Services Office interacts on behalf of the District with all outside parties concerning claims investigation, claims management and incident reporting.

Over the past several years the District has been aggressive in initiating collection procedures to recover funds from students who do not fulfill their financial obligation with the District. Collection procedures include reporting the account to an outside collection agency and referring the account to the Chancellor's Office Tax Offset Program (COTOP) for action and collection. Amounts submitted to COTOP are cumulative, if not collected they are added to the next year. In 2014 $1,631,919 was submitted and $65,794 was recovered.

The District placed a ballot, Measure T, on the ballot in November 2014. Measure T was a $20 million technology bond that targeted hardware, software, infrastructure expansion, license fees and other needs to upgrade technology service to students. The bonds were financed over 5 years vs. a traditional 30 years and carried a lower interest rate.

The District's 2016 budgeted vs. actual fund balances:
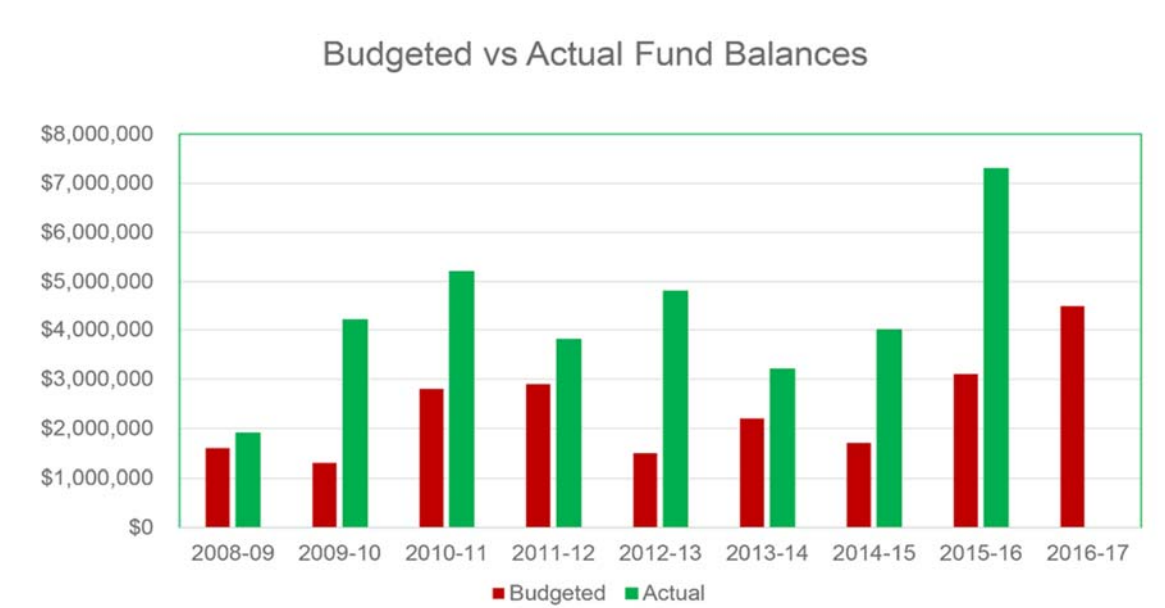
The 2016-2017 Fiscal Year Budget Summary:

Beginning Est. Balance	$7,107,000
Revenue	$37,838,475
Total	$44,945,475

Expenditure Base	$38,248,524
Expense Changes	$2,510,804
New Expenditure Base	$40,759,328
Reserves (10.27%)	$4,186,147

Standard III.D.10

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.

III.D.10 Evidence of Meeting the Standard

WHCCD accountants and staff provide financial oversight and support services to college program or project directors responsible for externally funded programs, contracts and grants. The grants accounting staff and supervisor confirm that funds are expended in compliance with the conditions of the agreements. The District Grants Office monitors work plan progress and maintains a close working relationship with program or project directors to provide oversight of finances and reporting for programs at the college.

The college's internal processes for financial aid disbursement includes scheduled reconciliations and a separation of duties as stipulated in Title IV including separate mechanisms for responsibility of financial aid approval, disbursement and delivery of student funds. For example, financial aid staff at the college award and package students' financial aid, and staff at the business office draw down Federal funds and disburse them to students.

The District Business Services office reviews all transactions of the college to maintain compliance with regulations pertaining to expenditures and compliance with accounting and program standards. The college's Vice Presidents are accountable for ensuring effective oversight of finances through technical review for their respective areas of responsibility. Any purchases or commitments of funds require the approval of the appropriate vice president. Additionally, directors and managers are tasked with ensuring that their areas, regardless of funding source, uphold fiscal integrity and break-even balances.

In addition to the specific institutional procedures for reviewing fiscal management, the Deputy Chancellor reviews institutional and District-wide financial plans and projections at the monthly Board of Trustees meeting and makes this information available to the public via the District website and internally via BoardDocs.com.

Fiscal controls are in place that requires designated account numbers and sufficient funds to be established prior to fund commitments being processed. The software system used to manage our business operations (Ellucian Colleague) also features built-in control mechanisms that prevent overdraft of expense-related accounts. The Associate Vice Chancellor of Business Services reviews and approves all budget transfers and expenditures as well as documents that commit college funds.

Grants and externally funded programs are monitored by the program directors for requirements and reporting to the funding agency and the state. The District Grants Office supports program directors in their implementation and

reporting processes. The Budget Office monitors the status of all restricted and unrestricted funds on a regular basis. Grants are audited externally by the appropriate state, federal agency or grantor.

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to s supported by its endowment. In order to meet its needs, the investment strategy of the West Hills Community College Foundation is to emphasize total return which is the aggregate return from capital appreciation and dividend and interest income. Endowment assets include those assets of donor restricted funds that the Foundation must hold in perpetuity. The Foundation expects its endowment funds, over time, to provide an average rate of return of approximately three percent annually.

III.D.10 Analysis and Evaluation

The college manages a large number of categorical programs and grants in support of the college Mission and Strategic Plan. The District coordinates all fiscal audits except for audits conducted by state and federal agencies for college-specific grants and contracts. Audits, including the independent audit of the college's finances, have shown no discrepancies.

Annually, the college prepares a financial plan, which is used to monitor the finances for the unrestricted budgets. Budget managers are responsible for the regular monitoring and oversight of their budgets.

The District Business Services office grants accounting staff and a supervisor oversee financial transactions for categorical, grants, and externally funded programs. The Business Services Office establishes operational procedures for externally funded programs and ensures compliance with all applicable rules and regulations. All grant and externally funded programs also have a grant accounting specialist assigned to fiscal monitoring and oversight.

Annual external audits are performed on all special or external funds, including Other Post-Employment Benefits (OPEB) funds, categorical program funding, and capital bond programs. The District has never received a qualified or modified audit.

The District has annual external audits for its Bond Program. Bond expenditures have been consistent with regulatory and legal restrictions since the program's inception. The Bond Program has never received a qualified or modified audit. WHCCD belongs to a joint powers authority and budget $500,000 each year toward OPEB liability, which is approximately $14 million with assets of approximately $7.6 million.

The WHCCD Business Services Office disburses financial aid funds to students through direct deposit or a check issued to directly to students. The checks include refunds for enrollment fees that were addressed to students as well as amounts awarded directly from Pell Grants, SEOG, Direct Loans, EOPS/CARE, and Cal Grants. Processing of these checks requires a transmittal to be done in Ellucian Colleague that looks for the appropriate number of units the student is enrolled in. The system then calculates the appropriate amount that the student is entitled to, based on unit count.

Standard III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

III.D.11 Evidence of Meeting the Standard

WHCCD has a well-coordinated and integrated budget planning system that takes into consideration both short-term and long-term financial goals. The District creates comprehensive income and cost projections on a regular basis that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency. The District maintains financial solvency by ensuring that all obligations are identified with accurate valuations. WHCCD systemically identifies and evaluates its obligations on an annual basis.

The college, in collaboration with the District Business Services office, clearly identifies and plans for payment of liabilities and future obligations on an annual basis. When making short-range financial plans, West Hills College Coalinga considers its long-range financial priorities to assure financial stability.

The District maintains a minimal five percent general fund reserve to meet long-range financial priorities and assure fiscal stability of the college. The adopted budget includes a reserve of 10.27%. Contractual, insurance and other short- and long-term debt expenses are identified and planning occurs with respect to funding obligations.

III.D.11 Analysis and Evaluation

The District's budget planning priorities are informed by the Chancellor's recommendations, maintenance of the District's reserve policy and alignment with the District's Strategic Plan's goals for restoring access and improving student success and equity and securing the short-term and long-term financial strength of the District. WHCCD does not incur general fund debt. All debt is primarily with bonds secured by the property taxes of the taxpayers. WHCCD utilizes capital lease agreements to purchase land, buildings and equipment. These purchases are categorized as operational expenses.

The District's final 2015-2016 budget priorities address long-range financial obligations such as meeting the full-time Faculty Obligation, addressing increases in CalSTRS and CalPERS contribution, expansion of basic skills program delivery, covering salary increases, and ensuring funding is adequately provided for facilities, maintenance, instructional support, and other operation needs.

The college's short-range financial decisions are well integrated with long-term financial plans in the areas of facilities maintenance and development, instructional technology, enrollment management, and hiring decisions. The college's annual budget allocation process is integrated into the program review planning process. Budget requests from departments and units are aligned with the college and District plans. The college continues to maintain fiscal stability and ensures financial obligations are met. The District adheres to well-considered reserve and fiscal management policies which are congruent with the District's Strategic Plan, and ensure financial solvency in the short- and long-term.

Special funds are audited on a regular basis for funding agencies. All audits have demonstrated that the management practices are completed with integrity. WHCCD is a small District with several checks and balances for purchasing and identifying fiscal policies. The WHCCD Board, by law, holds the authority to fix the budget, approve bids, pass on expenditures of the District, and to set policies for the operation of the District. **III.D.11.1 BP 601**

Standard III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

III.D.12 Evidence of Meeting the Standard

The District takes appropriate and timely action in planning and allocating payment of liabilities and future obligations. It continuously monitors for potential increases in OPEB and other employee-related obligations and takes action accordingly.

The District Business Services office Procedures Manual identifies federal compliance requirements to assist in monitoring and implementing college programs and services. Additionally, staff members are assigned to account for programs that have been placed in trust with the District. These programs are part of the annual District audit process.

Independent auditors hired by the District provide an initial summary and executive summary specifying findings and overall fiscal integrity of the District. Separately, the Business Services Office completes a program review to ensure compliance with federal requirements, including Title IV.

III.D.12 Analysis and Evaluation

The District identifies and plans for long-term liabilities and obligations. The District has a separate account to post Governmental Accounting Standards Board 45 employment retirement benefits liability and has an annual budget to fund the account. Building maintenance, insurance and debt expenses are identified annually and the planning process is followed in respect to funding these obligations. The District's short-term financial decisions are well integrated with long-term financial plans for facilities and infrastructure development, technology investments and hiring. Long-term obligations, specifically debt repayment of general obligation bonds arising from the construction program and control of insurance expenses, are effectively managed.

The District continuously monitors for potential increases in OPEB and other employee-related obligations and takes action accordingly. In 2010, in an effort to reduce premiums, WHCCD left the VIP/JPA self-insured group to join SWAAC. WHCCD belongs to a joint powers authority and $500,000 each year is budgeted toward OPEB liability, which is about $14 million, with assets of about $ 7.6 million in the account. WHCCD conducts actuarial studies as required by OPEB regulations to determine the District's contributions. The next actuarial study is due in 2017. The November 2014 study noted informational recommendations such as communicating the magnitude of costs to employees and including employees in discussions of options to control costs.

Standard III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

III.D.13 Evidence of Meeting the Standard

The District does not currently have any locally incurred debt, nor has it had any.

III.D.13 Analysis and Evaluation

The college does not have any locally incurred debt instruments.

Standard III.D.14

All financial resources, including short-term and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.14 Evidence of Meeting the Standard

The WHCCD hires an external auditor to review all financial resources including all auxiliary activities, grants, foundation funding, and categorical programs. The audits include a review to ensure that funds are properly allocated and consistent with the purpose of the intended funding source. The college does not have any locally incurred debt instruments.

III.D.14 Analysis and Evaluation

Internal and external audits help confirm that the District uses its financial resources with integrity and for their intended uses. The District has not received any modified audit opinions in its history and has received unqualified opinions for bond performance and financial audits since the inception of its bond program. The District has a strong internal control system and set of policies and procedures that help ensure its financial resources are used with integrity and for their intended purposes.

Standard III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

III.D.15 Evidence of Meeting the Standard

The District monitors and manages student loan default rates, revenue streams and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, on a regular schedule. The District is subject to an annual Office of Management and Budget (OMB) A-133 audit. The audit allows the preparer to express an opinion on compliance for the District's major federal programs including Title IV programs. The District has not yet received the 2015 audit; all previous audits received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement.

Federal student financial aid program requirements state that if the college has cohort default rate of 30 percent or more during three consecutive years, the college will lose its ability to participate in Federal Financial Aid Title IV programs. The District monitors and manages its funds with integrity, as evidenced by no negative findings.

III.D.15 Analysis and Evaluation

There has been no federal compliance issues reported.

The West Hills College Coalinga 2013 three-year cohort default rate on student loans was 24.6%. To address high default rate, first-time student loan applicants must attend a workshop to complete loan entrance and master promissory note counseling. The college uses USA Funds Borrower Connect to monitor borrowers who have gone into student loan repayment to ensure they remain current. Borrowers who are more than 61 days delinquent receive notices reminding them who their loan servicer is and how to contact them. Borrowers who are more than 121 days delinquent receive personal telephone calls about the options available to them. **III.D.15.1 Cohort Default**

Standard III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

III.D.16 Evidence of Meeting the Standard

Effective procedures and processes protect the District and the college from unnecessary exposure to risk when entering into contractual arrangements. Contracts are reviewed, approved, and ratified by the WHCCD Board of Trustees to ensure compliance with laws and regulations (Administrative Procedure 6340). Additional Administrative Procedures described in previous sub-standards include AP 6345 Bids and Contracts – UPCCAA, AP 6350 Contracts – Construction, AP 6360 Contracts – Electronic Systems and Materials.

This set of procedures details processes and remedies related to contractual agreements with external entities in a manner that supports and enhances District and college mission and strategic goals. **III.D.16.1 AP 6340; III.D.16.2 BP 6340; III.D.16.3 AP 6350; III.D.16.4 AP 6360**

III.D.16 Analysis and Evaluation

To ensure that contracts with external agencies maintain the integrity of the institution and supports the quality of its program, services, and operations, the Business Services Office Operations Procedures Manual delineates the bidding process and the Bidding Procedures Matrix delineates the guidelines for bidding procurement. **III.D.16.5 WHCCD Bid Matrix**

The District has the ability to serve notice on all contracts that are not meeting the standards required by the institution. Contracts typically have a 30-90 day notice provision. Formal bid specifications include a definite, complete statement of requirements and pertinent details of size, composition, construction, and/or texture and minimum standards of required efficiency, durability, and/or utility. The deputy Chancellor is responsible for ensuring that the bid specifications are sufficiently broad to encourage and promote open competitive bidding.

Evidence: Standard III.D - Financial Resources

III.D.1.1 Budget Status Report

III.D.1.2 BP6225 Resource Allocation

III.D.1.3 PR Priorities

III.D.1.4 CPC Minutes

III.D.1.5 BP 6225

III.D.1.6 Budget Worksheets

III.D.1.7 Purchasing

III.D.1.8 BP6340 Bids Contracts

III.D.1.9 BP6345 Bids Contracts UPCCAA

III.D.1.10 AP 6350 Contracts Construction

III.D.1.11 AP6360 Contracts Electronic Systems

III.D.1.12 Bidding Matrix

III.D.1.13 Business Office Manual

III.D.1.14 Business Services PR

III.D.1.15 Budget Calendar

III.D.1.16 AP6300 Fiscal Grants

III.D.1.17 BoardDocs Web

III.D.1.18 WHC Coalinga Grants

III.D.1.19 Grants Mgt Handbook

III.D.2.1 EMP 2013_18

III.D.2.2 PR Priority

III.D.2.3 BASE Planning

III.D.2.4 SEP 2015

III.D.2.5 SSSP 2015

III.D.3.1 Learning Area Minutes

III.D.3.2 2015 PR Priority

III.D.3.3 Rankings 2016

III.D.3.4 EOPS EOY Report

III.D.3.5 Budget Status 063016

III.D.4.1 BP6200 Budget Prep

III.D.5.1 BP6200 Budget Prep

III.D.5.2 BP6225

III.D.5.3 AP6340 Bids Contracts

III.D.5.4 Budget Status 063016

III.D.5.5 Audited Financials

III.D.6.1 BP 6200

III.D.6.2 AP6225 Resource

III.D.6.3 BP2710 Conflict

III.D.7.1 Bond Audit 2015

III.D.7.2 Audited Financials

III.D.9.1 Risk Mgt Webpage

III.D.9.2 Risk Mgt Agenda 101416

III.D.9.3 SWACC Property 2012

III.D.11.1 BP601 Objectives

III.D.15.1 Cohort Default

III.D.16.1 AP6340 Bids Contracts

III.D.16.2 BP 6340

III.D.16.3 AP6360 Contracts Electronic

III.D.16.4 AP6350 Contracts Construction

III.D.16.5 WHCCD Bid Matrix

Standard IV.A: Decision-Making Roles and Processes

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

IV.A.1 Evidence of Meeting the Standard

WHC Coalinga Participatory Governance and Integrated Planning Manual (PGIPM) represents a documented process in which constituents of the college can have a comprehensive and collaborative method for facilitating the college to efficiently achieve its mission and progress toward the achievement of its goals. The planning process involves faculty, staff, students and administrators with input from the community, local business and educational partners. The governance structure and practices were developed collaboratively and support the participatory approach to decision-making. **IV.A.1.1 Governance Manual 2013**

Institutional leaders work diligently to promote a climate that encourages innovation and educational excellence. Faculty and staff are urged to "think outside the box" and implement new and innovative processes that support student success. Examples include the following:

- Degree Qualifications Profile (DQP) Project
- Co-requisite Accelerated Pathways
- FLIGHT Initiative (Habits of Mind)
- eLumen Management System
- Commit to Complete

When actions for innovations or improvement result in the development of new policies and procedures, or revisions to current policies and procedures, the college participatory governance process is used to assure information is spread widely throughout college constituencies and feedback is gathered. The various committees that make up the college's governance structure have broad representation that includes administration, faculty, staff, and students. Opportunities for staff participation are also available through both college and District committees, as well as discussion forums. Examples include the following:

- President's Open Forum – Forums are held once per semester for all staff and students. Questions are encouraged and may also be submitted prior to the forum using the President's portal page **IV.A.1.2 President Forum**

- Student Forums- the College conducts regular student forums to hold an ongoing dialogue with students regarding the issues impacting students at the college. Each student forum reviews issues and concerns relative to student learning such as facilities, counseling and advising, instruction, student services and student life, categorical programs. At the conclusion of each forum, a detailed matrix of possible concerns and solutions, areas of responsibility and timelines are recorded in detail for improving institutional effectiveness. Student Success Committee monitors the progress of the concerns expressed by students and takes action as appropriate. **IV.A.1.3 Coffee Pres**; **IV.A.1.4 Pizza with Pres**

- Planning Retreats – Strategic planning, educational master planning, and program planning retreats are designed to include broad constituency representation and key personnel.

- Leadership Retreats – Retreats are held three times per year at the District level and include administration, faculty and staff representation. The retreats provide in depth review and discussion of current campus policies, practices and activities that improve institutional effectiveness and ensure alignment with District goals. **IV.A.1.5 Leadership Retreat**

The College Planning Council (CPC) is the primary participatory governance body of the college and as such, it creates the processes for recommending college procedures and governance committee structures. The CPC relies on the college's committees for recommendations to determine appropriate actions. The CPC reviews, revises if necessary and approves the college's plans and initiatives. All decision making is based on the college mission and vision statements, as well as the Strategic and draft EMP. **IV.A.1.6 EMP**

Members of the college's primary governance and operations committees were surveyed in the summer of 2015 to assess their satisfaction with institutional committee effectiveness, communication, and transparency. Disaggregated data results reveal a high satisfaction with both district and campus committee function and effectiveness with average scale rating values of 4.40 to 5.0 (on a 1.0 – 5.0 scale). The results were slightly lower when measuring committee transparency and communication of findings to the college community. Scale rating values in these response areas averaged 3.96 to 4.25 (on the same 1.0 – 5.0 scale). These data affirm the college's commitment to the shared governance process goal of review and evaluation of the effectiveness of the process as described in the 2014 PGIP manual. **IV.A.1.7 Committee Survey**

IV.A.1 Analysis and Evaluation

Data provided by the Office of Institutional Effectiveness (OIE) are used to focus on critical issues that face the college related to enrollment management and student success as well as more detailed reports such as program review and categorical program achievements. The President's Executive Cabinet shares ideas, updates and challenges from their respective programs regarding growth, data and opportunities to college stakeholders.

The college inspires a learning culture through its commitment to professional development, both on and off campus. Administrators, faculty, and staff also regularly participate in off campus conferences and learning institutes. Faculty and staff participate in two Professional Development days per year which cover a variety of topics including educational technology, remedial education innovations, improving student services and equity and trainings on the latest technology improvements in the classroom. **IV.A.1.8 WHCC Org Structure**

An example of institutional support encouraging innovation and leading to institutional change can be found in these activities:

- At a Central Valley Higher Education Consortium (CVHEC) workshop in the spring 2016 faculty discussed English and math course schedule redesign. This included the implementation of the redesign and hiring of a temporary full-time faculty to accomplish the accelerated/co-requisite English pathway to start in fall 2016**. IV.A.1.9 WHCC Protocols MM**

- During the 2016-17 academic year, the offices of educational services and student services worked together to plan and implement scheduling tied to educational planning and provide all incoming freshman students guaranteed enrollment in English and math courses. This is evidence that the college has various venues for encouraging innovative ideas to promote through the participatory governance system. All constituencies – faculty, staff, administrators, and students – are openly invited and encouraged to contribute their perspectives, suggestions, and recommendations for institutional excellence.
IV.A.1.10 BP 2510; **IV.A.1.11 AP 2510**

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

IV.A.2 Evidence of Meeting the Standard

West Hills College Coalinga is committed to participatory governance that includes students, staff, faculty, and administrators in decision-making processes. The roles and responsibilities of the college's governance committees are clearly defined in the Participatory Governance and Integrated Planning Manual. The manual describes the primary function of each committee as well as its membership. The committees all report to the College Planning Council which is the final decision-making committee on campus. The working relationship among constituency groups is designed to be collegial, cooperative, and collaborative.

Board and administrative procedure (2510) authorizes the participation of administrators, faculty, students and staff in the local decision making process. At the district level, the District Leadership Council (DLC) carries out the Board's intent. At the college level the College Planning Council (CPC) continues the shared decision making process.

Instructors are responsible for attending meetings and participating in other professional activities called by administration, departments, faculty or committees on teaching and non- teaching days. The guidelines for professional responsibilities may be found in Board Policy 7217.   **IV.A.2.1 BP 7217**

The opinions and recommendations of CSEA representation on committees are encouraged by administrators and directors who all have CSEA support staff in their programs and time to do this is given every reasonable consideration. The West Hills college Faculty Association provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with faculty, has or will have a significant effect on faculty. **IV.A.2.2 CSEA Contract**

Administrators have the opportunity to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with administration, has or will have significant effect on administrators.

The Director of Residential Life is in charge of the associated student body council (ASB) and is represented on shared governance committees. Elected and/or appointed officers of the ASB are assigned to committees as voting members. The Associated Students are given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. Student representatives are also invited to governance councils and various committees where they can learn Robert's Rules of order and become active participants in the process of the colleges' governance structures. **IV.A.2.3 ASB**

Since its onset, the SSSP and Equity budgets have augmented the federal work study budget in the form of student help. Under the supervision of various administrators, directors and faculty, students are encouraged to participate in student representation in their work study schedules to become involved in policy and college process. **IV.A.2.4 SSSP Expenditure**

IV.A.2 Analysis and Evaluation

As stated in the participatory governance manual (PGIPM), the college supports the philosophy that the inclusion of differing perspectives in decision-making and leadership are essential for effective institutional planning and

continuous quality improvement. Governance committee membership includes representation from administration, learning area faculty, students, and classified staff.

West Hills College Coalinga has been following the structure outlined in the participatory governance manual (PGIPM) since fall 2014. In the late spring of 2015, the office of Institutional Effectiveness sent out a survey on the college governance structure. Survey participants were invited by email to complete the survey.

IV.A.2.5 Governance Survey

Beginning in fall 2016, the college continued to examine the structure's effectiveness as well as its ability to guide decision-making and the College Planning Council will take the lead on this project.

West Hills College Coalinga — Integrated Planning and Governance Process
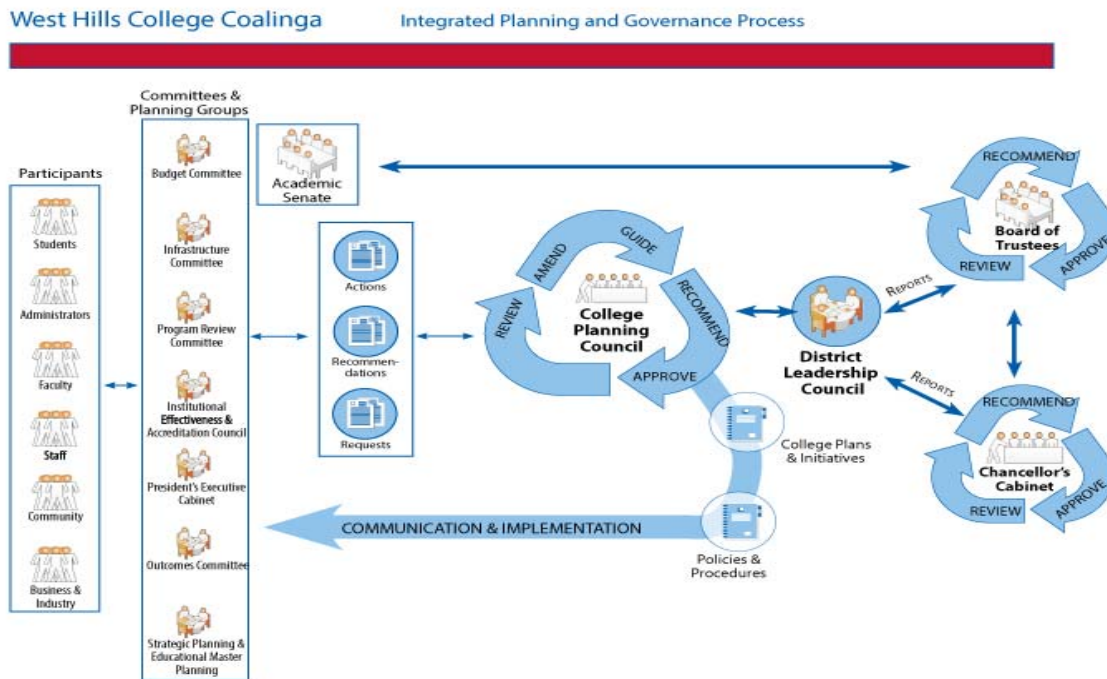
The college is further guided by WHCCD Board and Administrative Policy 2510 which states the intent of the Board of Trustees to have a governance process which provides opportunities for students, faculty, and staff to participate in the governance of the college. West Hills College Coalinga adheres to this policy through its shared governance model. There are seven committees responsible for making recommendations to the College Planning Council. The council has vigorous discussion regarding all items brought to its agenda. CPC works diligently to ensure that decisions are well-informed and include all relevant parties. For example, in spring 2016 the English program review was sent back to the Program Review committee for additional data analysis on a new English degree proposal. Another example was the review and approval of Board Policies 4042, Open Educational Resources and 4041, textbook adoption. **IV.A.2.6 AP2510**; **IV.A.2.7 BP2510**; **IV.A.2.8 BP 4041; IV.A.2.9 WHCC PR English**

Students are an integral part of shared governance, have standing committee member status including a student representative for the Board of Trustees meetings and are encouraged to participate in the process as their time allows and through work study obligations.

Standard IV.A.3

Administrators and faculty, through policy and procedures, 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.

IV.A.3 Evidence of Meeting the Standard

West Hills College Coalinga clearly defines the substantive role of faculty and administrators in the institution's policy, planning, and budgeting processes on the College Planning Council and President's Executive Cabinet. The role and membership of faculty and administrators is detailed in the participatory governance manual (PGIPM). Additionally, Board Policy 2510 defines the substantive role of faculty and administrators in the decision-making process at the District and college levels.

Administrators and faculty exercise a voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise through the expected representative bodies, including Academic Senate, Institutional Effectiveness and Accreditation Council (IEAC) and Budget Resource committees (BRC). **IV.A.3.1 IEAC Webpage; IV.A.3.2 BRC Webpage**

The key contributions of committees in planning and governance led to the need for detailed expectations. The primary responsibilities for committee representatives are listed below:

- Prepare for and attend meetings
- All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations
- Contribute to informed decision-making

The primary responsibilities of committee chairs are listed below:
- Agendas for all meetings ensuring that annual agenda guidelines are included
- Send meeting announcements out to committee members
- Publish meeting dates/times on the Portal
- Prepare minutes and post to Portal/BoardDocs in a timely manner (within one week of meeting)
- Send out requests to constituent groups for committee member vacancies (each spring in preparation for the next academic year

The budget prioritization list is posted on the BRC Team site on the college portal for all stakeholders to view and details on the item, description, cost, funding status and reason. In addition the list also verifies if the item originated from program review. Three items funded from the spring review were augmenting the Learning Resource Library reference inventory to over $45,000 in additional textbooks, the hiring of a full-time classified staff for the educational center in Firebaugh and the addition of more supplemental instructors for the colleges' new accelerated co-requisite pathway**. IV.A.3.3 2015 Budget Priorities**

Although it has been in place since 2014, the college could make further strides in evaluating the effectiveness of the current governance process and structure. There is evidence that faculty could benefit from professional development on understanding the integrated planning and governance process, the evaluation of the current governance model in addition to reviewing faculty membership on some committees. The college has identified a need for its shared governance structure to be assessed and evaluated to gauge its effectiveness and will be identifying the strategy in the QFE Action Plan #1/Institutional Effectiveness, Evaluation and Review. The College Planning Council (CPC) will guide these efforts with the Institutional Effectiveness and Accreditation Council (IEAC).

IV.A.3 Analysis and Evaluation

The college's participatory governance manual (PGIPM) guides decision-making and identifies the roles and responsibilities and membership of the various committees. There are six committees, including the College Planning Council, that provide input and analysis related to their area of expertise. Currently, each committee includes faculty, administration, CSEA representatives, Academic Senate representatives, and students. Working collaboratively, these representatives bring invaluable knowledge and experience to their respective committees.

Giving all faculty that substantial voice for budget considerations not currently part of the college process is incorporated improvements into the Quality Focus Essay. Beginning in fall 2016, program review priority recommendations will be put on the agenda and discussed in monthly learning area meetings and then forwarded to the BRC for further discussion and prioritization. The Budget Review committee (BRC) will then make recommendations to the CPC who reviews the prioritized annual budget recommendations. The CPC presents their recommendations to President's Executive Cabinet, taking the Strategic Plan, EMP and FMP into account. The prioritization lists are posted on the college portal for all stakeholders to view and details the item name, description, rank, cost, funding status and source.

The Academic Senate regularly informs faculty about college governance through the dissemination of agenda items through the five Learning Areas (LA). The Senate also appoints faculty representatives to all college and District committees and councils to ensure faculty perspective across the college and District. Key participatory governance, leadership positions – Academic Senate President, Curriculum Chair, and Student Learning Outcomes Coordinator, and WHCFA President are given forty-percent reassigned time through the Collective Bargaining Agreement, demonstrating the District's commitment to providing a substantial voice in faculty participation and involvement in the governance of the college. **IV.A.3.4 LA Minutes**

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

IV.A.4 Evidence of Meeting the Standard

The academic structure at West Hills College Coalinga consists of six Learning Areas; there are no divisions or division chairs typically represented in community colleges. Learning areas provide for insight and an opportunity to discuss continuous quality improvement in disciplines. The learning areas include Allied Health, Arts and Letters, Career Technical Education (CTE), Math/Science/Kinesiology, Social Science and Student Services Faculty.

Faculty and administrators representing each learning area meet on a regular basis to discuss curriculum, student learning programs and services. Curriculum and Academic Senate representation from each learning area share recommendations, feedback and ideas with their governing bodies. Counseling staff are represented on each learning area as part of the Student Support and Success (SSSP) team described in previous standards on each learning area. Non-instructional faculty provide that liaison relationship among faculty, students and services to ensure continuous support and interventions are available and accessible to both faculty and student. The Curriculum Committee and Academic Senate review monitor and approve curriculum. College faculty report to the Vice President of Instruction and adjunct faculty report to the Associate Dean of Educational Services.

The Academic Senate composed of faculty members elected by their peers to represent them in academic and professional matters, plays a leadership role in instructional matters and policies impacting instruction and student services. Each Senator represents a learning area on campus and meets with them monthly to discuss campus procedures, curriculum, and other academic matters. The Academic Senate President serves on several college and District committees, ensuring that the Senate's input is part of decision-making around student learning. The Senate

and the District have also collaborated on Board Policy proposals to integrate both faculty and administrative viewpoints. **IV.A.4.1 AS Webpage**

The College's Academic Senate delegates to the Curriculum Committee, without forfeiting its rights or responsibilities under Title 5, Section 53200-53204, the responsibility to establish prerequisites, co-requisites, advisories on recommended preparation and certain limitations on enrollment using the curriculum review process. The college has always followed the Board of Governors Approved (1993) and Academic Senate supported "Model District Policy" with recommendations for adoption as local board policy. **IV.A.4.2 Model District Policy**

Faculty and academic administrators, through policy, procedures, and well-defined structures, are responsible for curriculum and student learning program and services. Faculty responsibilities are outline in Board Policy and Administrative Procedure 7217 – Faculty Responsibilities, which stipulates their role in student learning and curriculum. Board Policy and Administrative Procedure 4020, Program, Curriculum, and Course Development guide the review of curriculum as well as establish the District's adherence to Title 5, section 53200 – 53204. **IV.A.4.3 AP 4020**

All institutional plans, such as the Basic Skills, SSSP, and Equity Plans, are created by Committees with a strong representation of faculty and academic administrators. These plans must be approved by both the CPC and Senate before they can be forwarded to the Board of Trustees for approval. Decisions to institutionalize elements of these plans are evaluated by faculty and academic administrators. **IV.A.4.4 BSI**; **IV.A.4.5 Equity**; **IV.A.4.6 SSSP Plan**

Academic administrators serve on all shared governance committees, participating actively or serving as resources. Associate dean of educational services meets weekly with the VPES to recommend improvements to programs and services. Student services associate dean meets monthly with the VPSS to offer updates and plan agendas for the monthly student services/counselor meetings.

IV.A.4 Analysis and Evaluation

Processes and procedures are in place for faculty and academic administration to make recommendations about student learning programs and services. The college has a robust Academic Senate with active participation and a strong curriculum committee. The Curriculum Committee has a strong portal site that guides faculty through the review process and disseminates informational materials. The portal houses curriculum forms and documents, agendas and minutes.

Proposed new courses and course changes are initiated and reviewed by learning area faculty before consideration by the Curriculum Committee. New programs and program changes are similarly initiated within learning areas, using data cultivated through the program review Process. The program is then moved forward to the Curriculum Committee.

In order to promote cohesiveness in curriculum actions across the District, Curriculum Action Reports are reviewed prior to being presented to the Board of Trustees. The review is conducted by both college Curriculum Co-Chairs, the WHCC and WHCL Presidents, the Vice Chancellor of Education Services and Workforce Development, the Vice Chancellor of Enrollment Management/Institutional Effectiveness and curriculum management staff. Although the review process is relatively informal, it has provided great oversight in the curriculum process, ensuring that the curriculum action reports submitted to the Board of Trustees are accurate and have been reviewed thoroughly. **IV.A.4.7 CAR 2016**

The District Education Coordinating Council (DECC) is a District-level committee that reviews curriculum and related issues involving educational planning, coordination and implementation of college programs. The council provides an opportunity for the colleges to discuss and manage issues on an as-needed basis. The DECC is

comprised of membership representation from both the Coalinga and Lemoore campuses: Curriculum Chairs, Academic Senate Presidents, Vice Presidents of Instruction, a counselor from each college, an at-large faculty member from each college, and District staff. The goal of the DECC is to work towards consensus and agreement on issues that have implications for both colleges that relate to curriculum and student learning programs and services. **IV.A.4.8 DECC Webpage**

All programs, degrees, and certificates available fifty percent (50%) or more via distance education have been reviewed and approved through the ACCJC's Substantive Change process. Substantive Change reports are initiated by the Vice President of Educational Services, who reports the submissions to the college Curriculum Committee.

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

IV.A.5 Evidence of Meeting the Standard

West Hills College Coalinga has established a participatory governance structure that ensures the decision-making processes include dialog and consideration from multiple perspectives. The college gathers information, recommendations, and input from administrators, faculty, staff, and students through its governance committees, student groups, and ad-hoc task forces.

The college is diligent in its effort to include all relevant perspectives in decision-making. For example, when developing the Equity and SSSP Plans, input was gathered during professional development day. From those discussion student services saw a need to collaborate with the office of educational services in the development of a Basic Skills and Equity (BASE) committee comprised of representation from both faculty and student services. This committee is instrumental in meeting and implementing the initiatives borne from the plan and utilizing the fiscal resources allocated from the state in equity and success efforts. One of the highlights of this new committee was the development and integration of the colleges "Habits of Mind" and Falcon FLIGHT campaign. **IV.A.5.1 BASE Notes**; **IV.A.5.2 Flight**

All faculty, administration, classified staff and students are involved in the creation of all institutional plans. In the participatory governance approval process it traditionally requires first and sometimes second readings and may take approximately two months before a plan is approved by the Board of Trustees. Programs moving plans through the approval process check *BoardDocs* for scheduled meetings for inclusion by their deadlines. The institution ensures implementation in a timely manner from all college and subject matter experts.

IV.A.5 Analysis and Evaluation

The college and District provide policies and guidelines on participatory governance procedures, which specify the roles of administration, faculty, staff, and students. West Hills College Coalinga is a small, intimate campus which can lead to reliance on informal roles as opposed to those specifically outlined in policy and procedure. There is robust and meaningful dialogue regarding college governance; however, it is not always adequately noted.

With stakeholder collaboration across all constituencies, West Hills College Coalinga established an equity committee that consists of administrators, faculty, classified staff and students with the goal of improving success rates amongst disproportionate groups. While developing the plan, this committee realized the college needed a dedicated Equity coordinator to fulfill the implementation initiatives outlined in the goals and objectives, demonstrating a shining example of college decision-making aligning with timely action from an institutional plan. While alignment occurs amongst some governance groups, the college would improve effectiveness by developing a

system of consistent feedback amongst stakeholder groups. An outline of action activities are in the QFE Action Plan #1 Institutional Effectiveness, Evaluation and Review

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

IV.A.6 Evidence of Meeting the Standard

West Hills College Coalinga offers dedicated faculty, staff and administrators who wear multiple hats and work together to balance somewhat small representation in participatory venues but weigh heavy in deciding key initiatives on campus that have the power to change college culture. If you can imagine the institutional environment on any given staff development day prior to the start of the semester – you'll find 41 full-time faculty and eight administrators meeting for breakfast in the college cafeteria. It's not uncommon for the largest learning area to consist of seven faculty, the smallest has three. Counselors are assigned to faculty in their learning areas as part of the student success teams that were developed from the Student Success and Support Program (SSSP) plan to enhance the communication flow between instructional and student services programs.

Some of the key initiatives vetted and moved forward just for fall 2016 is the accelerated co-requisite pathway and open education resources. This could not happen unless ideas are communicated through regularly scheduled meetings, brown-bag lunch gatherings, minutes posted at respective portal team sites and through email updates from the President's office. The college website and the newly implemented BoardDocs is used as a repository for meetings and college information. **IV.A.6.1 BP 4041; IV.A.6.2 LA Meetings**

Historically, faculty and staff have expressed concerns regarding how to easily access committee information and stay in the loop. The District will be launching a new website in the spring of 2017 with the colleges' having their individualized websites fully accessible and is expected to be more intuitive and user-friendly. The expectation is that this will have a positive impact on information searches and communications.

IV.A.6 Analysis and Evaluation

The 2014 participatory governance and integrated planning model begins the culture of communication at the college. Assessment and evaluation on how well the new structure is planned for spring 2017 semester.

West Hills College Coalinga has documented its participatory governance processes and resulting decisions and communicates them widely across the campus through portal team sites, the college website, President's newsletter, email correspondence, public announcements at governing board meetings, and through regular communication with the public from District publications. The improvements noted above are expected to further improve communication and among governance groups and their constituents.

The college portal information on the website has proved cumbersome for staff to access key information from search criteria. Faculty flex and professional development day discussions brought forth the need for a deeper understanding of the college integrated planning and governance structures. The amount of participatory, regulatory, informational and supportive communication needed to guide, plan, manage, implement, assess and improve has led to the QFE Action Plan #1/ Professional Development.

Standard IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, 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.

IV.A.7 Evidence of Meeting the Standard

While the Participatory Governance and Integrated Planning manual outline a committee assessment of organizational structure and evaluation cycle of review, it has not been regularly followed. The college has experienced multiple leadership changes, resulting in some inconsistencies in procedure. This challenge led to the QFE Action Plan #1/Institutional Effectiveness, Evaluation and Review.

The College Planning Council (CPC) will solicit data from the IEAC regarding the effectiveness of the revised structure. Governance committees will perform a self-evaluation guided by the IEAC. Additionally, the college will gather input from the campus as a whole to determine if the structure is widely understood and supported.

IV.A.7 Analysis and Evaluation

The College's participatory governance process is a fundamental component for advancing the mission and vision of the institution in order to meet the needs of the communities we serve. Communicating the results of actions and processes and keeping all constituencies informed is an equally fundamental component for advancing the greater interests of the institution. In order to improve effectiveness, the college will engaged in a comprehensive dialog to improve the institution's participatory governance structure. Regular evaluation of the structure will be institutionalized and results of these evaluations will be used for improvement to processes and practices. This will be part of the QFE Action Plan #1/Institutional Effectiveness, Evaluation and Review.

Evidence: Standard IV.A - Decision-Making Roles and Processes

The link above offers evidence for Standard IVA listed below:

IV.A.1.1 Governance Manual 2013
IV.A.1.2 President Forum
IV.A.1.3 Coffee Pres
IV.A.1.4 Pizza Pres
IV.A.1.5 Leadership Retreat
IV.A.1.6 EMP
IV.A.1.7 Committee Survey
IV.A.1.8 WHCC Org Structure
IV.A.1.9 WHCC Protocols MM
IV.A.1.10 BP 2510
IV.A.1.11 AP 2510
IV.A.2.1 BP 7217
IV.A.2.2 CSEA Contract
IV.A.2.3 ASB
IV.A.2.4 SSSP Expenditure
IV.A.2.5 Governance Survey
IV.A.2.6 AP 2510

IV.A.2.7 BP 2510
IV.A.2.8 BP 4041
IV.A.2.9 PR English
IV.A.3.1 IEAC Webpage
IV.A.3.2 BRC Webpage
IV.A.3.3 2015 Budget Priorities
IV.A.3.4 LA Minutes
IV.A.4.1 AS Webpage
IV.A.4.2 Model District Policy
IV.A.4.3 AP 4020
IV.A.4.4 BSI
IV.A.4.5 Equity
IV.A.4.6 SSSP Plan
IV.A.4.7 CAR 2016
IV.A.4.8 DECC Webpage
IV.A.5.1 BASE Notes
IV.A.5.2 Flight
IV.A.6.1 BP 4041
IV.A.6.2 LA Meetings

Standard IV.B: Chief Executive Officer

Standard IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.1 Evidence of Meeting the Standard

During the writing of the comprehensive self-evaluation the college had the benefit of the leadership abilities of a President who had been in place for over five years. In the summer 2016, an Interim President was chosen after the current President accepted another position. Under the Interim President's leadership, the college enjoyed his expertise as being the District Vice Chancellor of Educational and Workforce Development, and bringing over 28 years' experience in the community college system. At the time of the comprehensive team site review in March 2017, the college should have chosen a new President with a tentative start date of January 1, 2017.

The college President serves as the Chief Executive Officer (CEO) for the institution. The President is ultimately responsible for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President chairs the college's top decision-making committee, the College Planning Council (CPC). In addition, the President leads President's Executive Cabinet (PEC), the Citizen Oversight Committee, and the North District Center Facilities Planning Committee. **IV.B.1.1 CPC Agenda**; **IV.B.1.2 PEC Agenda**; **IV.B.1.3 NDC Facilities**; **IV.B.1.4 NDC Oversight**

The college President trains, directs, and evaluates both vice Presidents. The President also conducts second interviews with candidates applying for administrative, faculty and confidential management positions. **IV.B.1.5 WHC Org**

IV.B.1 Analysis and Evaluation

The President has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. There is evidence of the President's involvement in college initiatives that impact all aspects of the college, including the selection of new personnel.

As a member of the Chancellor's Executive Cabinet, the President participates in establishing institutional goals, policies and procedures. The President leads the college's annual strategic planning meetings, is in charge of the budget and approves professional development opportunities. As the Chair of the College Planning Council, the President facilitates approval of program review documents. The President holds strategic planning sessions to ensure data driven decisions are aligned with the college goals and mission.

To ensure the acquisition of new knowledge and skills relating to the job responsibilities and institutional environment, the President has the opportunity to participate in the following professional development activities:

- ACCCA (Association of California Community college Administrators) annual conference
- CCC League Annual Conference
- CCCAA (California Community college Athletic Association bi-annual conference
- CCCAA Management Council Annual Retreat
- California CEO Annual Conference
- AACC President's Annual Summer Institute

Standard IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2 Evidence of Meeting the Standard

The college's organizational structure consists of two Vice Presidents, four Associate Deans, and six Directors.
IV.B.2.1 WHC Coalinga Org

The President delegates authority to administrators and others as appropriate as consistent with job descriptions and departmental responsibility:

- The Vice President of Educational Services and Associate Dean of Educational Services are responsible for academic and vocational instruction programs
- The Vice President of Student Services is responsible for admission and records, outreach, and campus activities. The Vice President of Student Services also oversees the budget and components of the Student Success Service & Programs (SSSP). The Associate Dean of student services provides oversight of the equity program
- Two Directors are responsible for all categorical programs such as DSP&S, EOPS, CARE and CalWORKs
- The Director of Allied Health ensures the Psychiatric Technician program's policies in terms of curriculum, instructor licensure, BVNPT approval, and competence. The Director is also responsible for ensuring the staff to student ratio is appropriate and clinical placements are in place and are appropriate for students
- The Director of Upward Bound/ TRIO Programs provides outreach, support, and services to eligible high school students, supervision of staff, and ensuring compliance with federal and institutional requirements. The Director also provides outreach, support, and services to eligible high school students including management of residential summer programs
- The Director of Financial Aid oversees the Financial Aid Department and supervises staff in ensuring the following: financial aid disbursements; financial aid intake, needs analysis, and award processing; monitoring satisfactory academic progress; monitoring enrollment verification status at time of disbursement; providing loan counseling and awarding; Title IV compliance; and processing scholarship applications
- The Director of Maintenance and Operations is responsible for planning, organizing, directing, scheduling, providing technical guidance, and participating in the M&O of college facilities to include custodial, grounds keeping and general maintenance operations of District-owned facilities
- The Associate Dean of Athletics ensures compliance with all federal, divisional and college athletics regulations; administers departmental funds and accounts in a fiscally responsible manner and sustaining a culture of sportsmanship, professionalism and respect at all levels; collaborates with administrative offices and admissions on the recruitment and retention of student athletics and with student services and the media on publicity; and reporting of athletic events and results

IV.B.2 Analysis and Evaluation

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity, and delegates authority to administrators, and others, consistent with their respective job descriptions and areas on responsibility. The President is provided the authority to oversee the administration of the college to ensure achievement of the institutional mission. Changes in administrative roles are communicated to the campus community through appropriate means, including committee agendas and minutes, email, President' Monthly Newsletter, and President's Forums. Administrative structures are evaluated and adjusted as necessary to meet institutional goals and address external needs.

Standard IV.B.3

Through the established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities*
- *ensuring the college sets institutional performance standards for student achievement*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning*
- *ensuring that the allocation of resources supports and improves learning and achievement*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution*

IV.B.3 Evidence of Meeting the Standard

The Board of Trustees has developed administrative procedure and board policy defining and delineating the role of the college President. The President guides institutional improvement by chairing and participating on several campus committees such as the College Planning Council (CPC) to establish a collegial process that sets values, goals and priorities for the college using student success and learning outcome data. The President ensures all college processes and institutional performance standards for student achievement are reviewed and approved by the CPC. Achievement standards are guided through the District's Strategic Planning process and key performance indicators (KPIs). The President makes certain institutional planning and improvement efforts are achieved through the appropriate approval processes in accordance with adopted policies and procedures. In addition, the President assures appropriate data from the Office of Institutional Effectiveness at the District office is provided for program reviews and strategic planning. **IV.B.3.1 BP 2433**; **IV.B.3.2 AP 2433**

Delineation of Authority to District Chancellor and college Presidents (AP 2433) dictates:

> *It is the role and responsibility of the President to provide leadership of campus level discussion and the shared governance process. The President leads decision making at the college level which directly affects the operation of the college. It is the responsibility of the President to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. It is further the responsibility of the President to promptly communicate college and District decisions to all staff.*

In adherence to BP/AP 6200 on budget preparation, the President guides budgetary decisions in accordance to college procedures and communicated through the participatory governance structure. Budget development occurs annually, from January through April. All recommendations from the college to develop the tentative budget are submitted prior to July 25th. **IV.B.3.3 AP 6200**

The President reassures appropriate data is requested by communicating with the District Research Analyst. The Research Analyst posts reports through the Office of Institutional Effectiveness on the WHCCD website and through WHCCD Reporting. WHCCD Reporting provides data that is regularly updated and used for program reviews, Educational Master Plan, Strategic Master Plan, SLOs, midterm reports, Equity Plan, SSSP Plan, basic skills, and all other categorical reports and plans. All reports and plans are reviewed and approved through the planning and governance committee which is chaired by the President. **IV.B.3.4 OIE Webpage**

IV.B.3 Analysis and Evaluation

The West Hills Community College District Strategic Plan, West Hills College Coalinga's Strategic Plan, comprehensive program review and SLO assessment are the basis for the college's planning process and resource allocation. To support the planning process, specific plans have been developed in this focused area:

- Strategic Plan

- Educational Master Plan
- Facilities Master Plan

West Hills College Coalinga receives an allocation from the West Hills Community College District (WHCCD) annually, which supports student learning programs and services. Adjustments are made upward or downward during the year due to enrollments and state funding changes. Through the program review process, the college allocates resources based on assessments that demonstrate the need for improvement.

The College President guides the improvement of teaching and learning through established policies and procedures and by chairing and serving on campus and District decision-making bodies. The President leads the strategic planning and educational master planning processes, both of which involves a comprehensive review of data to evaluate the college's programs and services, including the institution's position within the service area. These plans provide the structure for future planning activities across the institution. The President and the President's Executive Cabinet occupy key roles in the annual planning processes as well, utilizing the annual planning priorities derived from these activities to rank budget requests and allocations accordingly.

Staff, faculty and administrators submit data requests to the Office of Institutional Effectiveness using the WHCCD website. The Research Analyst posts reports through the Office of Institutional Effectiveness on the WHCCD website and through WHCCD Reporting portal site. WHCCD Reporting provides data that is regularly updated and used for program reviews, draft EMP, Strategic Master Plan, SLOs, midterm reports, Equity Plan, SSSP Plan, Basic Skills and all other categorical reports and plans. All reports and plans are reviewed and approved through the planning and governance committee which is chaired by the President. This process allows the college to prioritize planning, implementing and spending for services that connect to the college Mission and EMP goals and strategies. The college follows participatory guidelines and processes for financial planning and budget development. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets.

The Budget Resource committee (BRC) forwards its recommendations to the College Planning Council (CPC). The CPC forwards recommendations to the college President, who reviews all requests with senior staff in the President's Executive Cabinet. Should the need arise for an exceptional expenditure; the department brings the request forward through the established committee. **IV.A.3.5 PR Priorities**

The college will benefit from a leader who will stay focused on developing a deeper knowledge of stakeholders groups within the shared governance structure. The committee leaders found a great deal of frustration and dissatisfaction amongst the progress of College Planning Council and President's Executive Cabinet. Agendas and initiatives overlapped and meshed together. The current interim President has sharpened the lines between those committees and schedules separate conversational meetings amongst administrative staff. This has created a greater sense of accomplishment and connection in the current governance structure.

Standard IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation standards.

IV.B.4 Evidence of Meeting the Standard

The President has the primary leadership role for the accreditation efforts at West Hills College Coalinga, which ensures the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. During the summer 2016, both the President and Vice President of Instruction left within a month of each other. The Vice President of Student Services stepped into the role of the ALO under the direction of the

Interim President who has allocated release time to a faculty member to serve as the co-chair of the Institutional Effectiveness and Accreditation Council (IEAC).

Authority for assuring WHCC's compliance with accreditation requirements is also delegated in the college's administrative structure. Administrators and faculty co-chairs are assigned to each accreditation standard to ensure that accreditation is an on-going dialog. Many of these administrators and faculty, including the President, have served on ACCJC external evaluation teams. These experiences have developed an extensive knowledge base for accreditation standards and policies which been communicated to the campus community.

The President is charged with ensuring that the college adheres to all state and federal regulations, in addition to compliance with all Board Policies and Educational Regulations. The President attends monthly Chancellor's Executive Cabinet, District Leadership Council and Board of Trustees meetings where District-wide issues are discussed to ensure that practices on each campus are consistent and compliant with Title 5 and other state and federal mandates. The President has primary responsibility for budget oversight and management. **IV.B.4.1 WHCC President Brochure**

Standard IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

IV.B.5 Evidence of Meeting the Standard

The President assures the implementation of statutes, regulations, and governing board policies and guarantees that institutional practices are consistent with the college and District Missions, including the effective control of the budget and expenditures.

The President attends and participates in WHCCD Board of Trustees and Chancellor's Executive Cabinet meetings, whereby District policies and procedures are developed and reviewed.

Board Policy and Administrative Procedure 6200 on budget preparation outlines the procedure by which the college's budget is developed and approved to assure the District's fiscal management is in accordance with the principles outline in Title 5, Section 58311, including the following components:
- adequate internal controls exist;
- fiscal objectives, procedures, and constraints are communicated to the District and Board of Trustees, and employees;
- adjustments to the budget are made in a timely manner; and,
- responsibility and accountability for fiscal management are clearly defined.

IV.B.5 Analysis and Evaluation

The college President has primary responsibility for assuring the implementation of statutes, regulations, and governing board policies and assuring that institutional practices are consistent with the college and District mission statements. The President is consistently involved with monitoring and assuring that statues, regulations, and policies are met and followed.

Additionally, the President follows established procedures to ensure the effective management of District and college resources. Review of budget resources is conducted by the Budget Resource committee, which is then forwarded to the College Planning Council for vote. **IV.B.5.1 AP 6200**

Standard IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

IV.B.6 Evidence of Meeting the Standard

The new President, projected to be chosen and begin in late January 2017, will have the responsibility of meeting local constituents and building relationships with community partners. Traditionally, the CEO visits each high school partner in the fall to collaborate on needs and services. Additionally, a strategic planning session occurs with high school partners that include data analysis, focus groups and institutional changes and initiatives to improve student success. In September 2016, the Interim President hosted the first annual President's Scholars Lunch that brought WHCCD scholarship donors and school recipients together to help donors understand the importance of their contributions toward the WHCCD Scholarship Foundation Fund. The college is a community hub for outside organizations to gather for conferences, conventions, trainings, fundraisers and other community events and activities.

The President communicates effectively with the campus community by actively informing all constituency groups of ongoing and current information and events that impact the college through monthly updates, President's Forums, and meeting minutes. All policies approved by the Board of Trustees are posted to the WHCCD website. **IV.B.6.1 WHCC Pres Forum; IV.B.6.2 Pres Message 2016**

The President communicates effectively with external communities through participation on several boards and clubs. For example, the new President will be invited to become a member of the Central Valley Higher Education Consortium (CVHEC), which is a collaborative council that includes representatives from CSU Fresno, Fresno Pacific University, UC Merced, and all the two year colleges in the region. Further, the President's responsibility to provide regular updates to each High School Board in the college's service area and meeting with each High School Principal and Superintendent to bridge clear and concise communication and develop goals between the college and the K-12 Districts in a manner that is clear and concise.

IV.B.6 Analysis and Evaluation

The President works and communicates effectively with both the college community and the external communities which the college serves. Through the campus committee structure and campus-based forums, the President shares information with constituent groups and collects input regarding proposed changes. The President actively represents the college through the involvement and participation in community, business, and educational organizations – and effectively communicates plans to address the challenges to the communities it serves.

Evidence: Standard IV.B - Chief Executive Officer

The link above contains evidence for Standard IVB listed below:

IV.B.1.1 CPC Agenda
IV.B.1.2 PEC Agenda
IV.B.1.3 NDC Facilities
IV.B.1.4 NDC Oversight
IV.B.1.5 WHC Org
IV.B.2.1 WHC Coalinga Org
IV.B.3.1 BP 2433
IV.B.3.2 AP 2433
IV.B.3.3 AP 6200
IV.B.3.4 OIE Webpage
IV.B.3.5 PR Priorities
IV.B.4.1 WHCC President Brochure
IV.B.5.1 AP 6200
IV.B.6.1 WHCC Pres Forum
IV.B.6.2 Pres Message 2016

Standard IV.C: Governing Board

Standard IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (ER 7).

IV.C.1 Evidence of Meeting the Standard

The College traces its roots back to 1932, when the Coalinga Extension Center for Fresno State College was founded to offer classes through the local high school District. In the 1940s, Coalinga College ended formal ties with Fresno State and came under the control of the Coalinga Union High School District. In 1956, a new 40 acre campus for the school opened in Coalinga. In 1961, the school separated from the high school District and, in 1969, became known as West Hills College.

The West Hills College District's Governing Board (Board) was authorized by the California Legislature, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school Districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention and the quality and integrity of instruction.

The Board sets policies and monitors the colleges' programs, services, plans for growth and development; additionally, it ensures that the institution's mission is achieved through Board Policies, Chancellor Recommendations and Administrative Procedures.

In addition, the Board establishes policies related to fiscal integrity and stability, student equity and conduct and accountability and accreditation. The Board receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions' financial stability. The Board receives monthly financial reports, allowing it to closely monitor the fiscal stability of the District.

Board Policy and Administrative Procedure 4020 – Program, Curriculum, and Course Development - has been approved and reviewed by the Board to assure academic quality, integrity, and effectiveness of student learning programs. Board Policy and Administrative Procedure 3250 – District Strategic Planning, Board Policy and Administrative Procedure 6200 – Budget Preparation, and Administrative Procedure 6225 – Budget Allocation, all assure the commitment to institutional effectiveness and financial stability of the District.   **IV.C.1.1 AP 4020**; **IV.C.1.2 BP 4020**; **IV.C.1.3 AP 3250**; **IV.C.1.4 BP 3250**; **IV.C.1.5 AP 6200; IV.C.1.6 BP 6200**; **IV.C.1.7 AP 6225;** **IV.C.1.8 BP 6225**

IV.C.1 Analysis and Evaluation

The WHCCD Board of Trustees has authority over and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports and minutes.

The West Hills Community College District Board of Trustees ensures educational quality through an array of different evaluation tools. These tools include the West Hills Community College District Strategic Plan, Student Success Scorecard, college and District Program Reviews, BP 6200 (Budget Preparation), BP 4020 (Program, Curriculum and Course Development) and BP 2410 (Policy and Administrative Procedure). The West Hills

Community College Board of Trustees has the final approval of Curriculum Action Reports for the college. Financial reports and presentations are routinely given at monthly Board meetings. Annual District financial audits are conducted by external auditors and are given to the West Hills Community College Board of Trustees. **IV.C.1.9 BP 2410**

Board policies governing academic quality are routinely reviewed for compliance and effectiveness and, where needed, updated. The Board routinely reviews and sets policy to strengthen institutional effectiveness with input from the faculty, student and administrative leadership. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction The Board of Trustees has established policies and procedures which clearly assure the governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Standard IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

IV.C.2 Evidence of Meeting the Standard

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

Board policies and procedures provide a framework for members' collective action and guide Board discussion, voting and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Five of the seven Trustees each have served over 19 consecutive years on the Board; the additional two remaining Trustees replaced retirees with decades of individual service.

IV.C.2 Analysis and Evaluation

WHCCD Board of Trustee meeting minutes available on the District website depict voting patterns and actions taken on agenda items. Minutes and policies are also available on the WHCCD website which links to the BoardDocs repository. The Board's commitment to act as a unified body and maintain high standards of ethical conduct for its members is reflected in BP 2715 where Trustees:

 "…pledge my best efforts as a trustee of the West Hills Community College District to exhibit the following behaviors and actions:

- evidence good citizenship in community and state affairs
- refrain from making any decision or commitments concerning community college governance, except in Board meetings or when designated by the Board to do so
- avoid situations leading to conflicts of interest
- bring credit to the District through personal effort, either directly or indirectly, in business, social, professional and personal relationships
- make decisions which are responsive to the geographic distribution and social, ethnic, economic and minority make-up of the community
- make decisions which give priority to the students
- keep informed on matters pertaining to the community college movement
- fulfill the responsibilities of my commission without regard to prejudice or partisanship."

Recent examples of decisions where Trustees have held divergent views yet acted as a collective entity include construction of a new District office, funding on the Farm of the Future, construction changes to the under construction Student Center at WHCL, Bond measures and related refinancing or refunding of bonds, North District Center project process and timeline and Architectural firm-related matters. **IV.C.2.1 AP 2745**; **IV.C.2.2 BP 2745**; **IV.C.2.3 AP 2715; IV.C.2.4 BP 2715**

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or District/system.

Standard IV.C.3.

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or district/system.

IV.C.3 Evidence of Meeting the Standard:

The Board follows California Education Code, Board policies and the District's Human Resource Guide in the selection and evaluation of the Chancellor and college presidents. As established in Board Policy and Administrative Procedure AP/BP 2433 (Chancellor Selection), the Board of Trustees establishes the process for selection of the District Chancellor. BP 2432 (Succession Planning) also establishes methods of ensuring continuity in case the Chancellor leaves.

BP 2430 (Delegation of Authority to Chancellor) establishes the goals and evaluation of the Chancellor based on the job description. **IV.C.3.1 AP 2433**; **IV.C.3.2 BP 2433**: **IV.C.3.3 BP 2432**; **IV.C.3.4 BP 2430**

IV.C.3 Analysis and Evaluation

The Board takes its responsibility for selecting and evaluating the Chancellor following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college Presidents, the deputy Chancellor and the vice Chancellor).

With the assistance of division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators. The WHCL President was hired in January 2016. A new West Hills College Coalinga President is to be hired January 2017. A new WHCCD Chancellor is to be hired by June 2017.

Selection of Chancellor

The Board of Trustees appoints a search firm, consultant, or adviser to assist in the recruitment and selection process. The Board of Trustees is involved in and/or informed of the search process at every step. The search process includes planning meetings, brochure and advertisement development, applications for interested stakeholders to serve on the screening committee, appointment of screening committee, rating and selection of candidates to interview, initial and final interviews, and selection and approval of the new Chancellor. **IV.C.3.5 AP 2431**

Evaluation of Chancellor

The Board periodically evaluates the performance of the Chancellor. Such evaluation shall include an assessment of both the Chancellor's strengths and weaknesses, the working relationship between the Board and the Chancellor, the Chancellor's relationship to the staff, students and community and the progress of the District toward goals of this Board and the Board's own effectiveness in providing direction to the Chancellor (BP 210).

Selection of college Presidents

Employment of Educational Administrators (BP 7250 AP7250) define Educational Administrators as an administrator as a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq. There is no separate President selection Board Policy as there is for the Chancellor. Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.   **IV.C.3.6 AP 7250**; **IV.C.3.7 BP 7250**

Evaluation of college Presidents

The Confidential and Management Evaluation (BP 214) Board Policy guides evaluation of college Presidents. The annual evaluation process includes results of surveys and interviews of students, faculty, peers, community members, or others, as well as commendations and any other procedures as agreed on by the President and his/her supervisor, the WHCCD Chancellor.   **IV.C.3.8 BP 214**

Standard IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure (ER 7).

IV.C.4 Evidence of Meeting the Standard

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school Districts composing the West Hills Community College District (BP 2010). The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items (BP 2015).

The Board is committed to fulfilling its responsibilities through the following actions:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical, fiscal and legal standards for college operations
- Hire and evaluate the Chancellor
- Delegate power and authority to the Chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District's interests as they pertain to the mission

The Board of Trustees operates under a clearly defined Code of Ethics/ Standards of Practice (Board Policy 2715) which states that it makes decisions that give priority to students.

BP 2710 (Conflict of Interest) ensures that there are no actions by any Board member that are incompatible, have financial interests, or receipt of gifts that would unduly influence decisions. Additionally, it codifies the extension of conflict of interest to all designated employees which includes the Board of Trustees. This policy addresses the Political Reform Act of 1974 and the Fair Political Practices Commission regulations to ensure that no Board action is unduly influenced by political pressure. Board policies mandate that the Board act as an independent policy-making body reflecting the public interest.   **IV.C.4.1 BP 2715**; **IV.C.4.2 BP 2710**; **IV.C.4.3 AP 2712**; **IV.C.4.4 BP 2010**; **IV.C.4.5 BP 2015**

IV.C.4 Analysis and Evaluation

The Board ensures the colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar and the tentative and final

budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning programs and services.

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in WHCCD business and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Agenda and details on pending actions, follow-up on previous requests and information related to personnel, litigation and other confidential matters.

Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration and through direct correspondence with the Board. Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations.

Standard IV.C.5

The governing board establishes policies consistent with the college/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

IV.C.5 Evidence of Meeting the Standard

The Board sets and updates policies consistent with the District's mission and monitors their implementation to ensure the quality, integrity and improvement of student learning programs and services. Active faculty participation through the Academic Senate provides the Board with professional expertise in the area of academic quality.

The Board's policies regarding educational programs and academic standards help ensure that the mission of West Hills Community College District as a trusted steward who, actively engages, encourages, enriches and empowers students, faculty, staff and communities to reach their full potential academically, socially and economically.

Per Board Policy 2200 (Board Duties and Responsibilities) the WHCCD Board of Trustees exercises oversight of the colleges with Board Policies and Administrative Procedures that set standards for the colleges including their educational programs, graduation requirements and curriculum development. BP 2410 (Policy and Administrative Procedure) determines the process for regular review and revision to existing policies or the development of new policies to ensure that they comply with state and federal laws. **IV.C.5.1 BP 2200**

IV.C.5 Analysis and Evaluation

Quality student learning programs and services are described in the District's Philosophy of Education (BP 101) and Educational Goals (BP 102) that addresses General Education, Occupational Preparation, Transfer Preparation, Community needs and Recruitment. Current additional policies address General Education (BP 117), Occupational Preparation (BP 119) and services such as Counseling (BP 120) and Library (BP 121). The Board establishes academic standards, sets policies for graduation, curriculum development and approval as well as program review, viability and termination.

Board policy mandates a minimum five percent (5%) District reserve, the current reserve is 10.27%. Use of contingency reserves is only authorized on recommendation of the Chancellor, the Deputy Chancellor and requires a majority vote by the full Board.

The Board is apprised of and assumes responsibility for all legal matters associated with the operation of the two campuses and the Child Development and Occupational Education facilities. The Board closely monitors legal issues that arise in the District, reviewing them in closed session and approving decisions during open session as required by law.

The Board ensures the colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar and the tentative and final budgets, which are reviewed and approved after substantial discussion. Financial integrity and stability are key to monthly Board of Trustee meetings; the District holds no debt and has never received a qualified or modified audit.

The standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters and financial integrity and stability of the West Hills Community College District. The Board holds college Presidents and the Chancellor, publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts. **IV.C.5.2 BP 101**; **IV.C.5.3 BP 102**; **IV.C.5.4 BP 117**; **IV.C.5.5 BP 119**; **IV.C.5.6 BP 120; IV.C.5.7 BP 121**

Standard IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board size, duties, responsibilities, structure, and operating procedures.

IV.C.6 Evidence of Meeting the Standard

Board membership, elections, orientation, annual retreats and duties and responsibilities of the governing board are defined in Board Policies that delineate all structural and operational matters pertaining to the Board of Trustees. Board Policies published on the District website include Board Elections (BP 2100), Vacancies on the Board (BP 2110 AP 2110), Board Duties and Responsibilities (BP 2200) and Officers (BP 2210). Operational procedures published include Board Duties and Responsibilities (BP 2200), Committees of the Board (BP2220), Annual Organizational Meeting (BP 2305), Regular Meetings of the Board (BP 2310), Closed Sessions (BP 2315), Special and Emergency Meetings (BP 2320 AP 2320) Agendas (BP 2340 AP 2340) and Quorum and Voting (BP 2330).

Additional policies related to details of meetings such as speakers, decorum, minutes and recording which guide Trustees and inform the public and are published as well. These policies are routinely reviewed and updated under the supervision of the Chancellor and the Board.
IV.C.6.1 AP 2110; **IV.C.6.2 BP 2100**; **IV.C.6.3 BP 2200**; **IV.C.6.4 BP 2210**; **IV.C.6.5 BP 2220**; **IV.C.6.6 BP 2305**; **IV.C.6.7 BP 2310**; **IV.C.6.8 BP 2315**; **IV.C.6.9 BP 2320**; **IV.C.6.10 AP 2320**; **IV.C.6.11 BP 2340**; **IV.C.6.12 AP 2340**; **IV.C.6.13 BP 2330**

IV.C.6 Analysis and Evaluation

Board policies and administrative procedures outline the responsibilities of Trustees and the ways in which the Board serves and interacts with District stakeholders and community members. All Board policies and procedures are available on the District Board of Trustee website and include dates written and updated.

District employees have access to agendas and all presentations given at Board meetings via BoardDocs.com. The public has access to board meeting agendas, minutes, supporting documents, meeting schedules, board policies and administrative procedures via the WHCCD Board of Trustees webpage.

Standard IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/District/system mission and revises them as necessary.

IV.C.7 Evidence of Meeting the Standard

The Board of Trustees is aware of and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and District's mission and commitment to educational quality, institutional effectiveness and student success. In accordance with Board Policy, the Board meets regularly during the academic year. Closed sessions, special, emergency and annual meetings are held in accordance with related Education and Governance Codes. Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board policy and administrative procedures are subject to regular review and revision and are fully vetted through the participatory governance process.

IV.C.7 Analysis and Evaluation

Policy and Administrative Procedure (BP 2410) details why and how policies of the Board may be adopted, revised, added to or amended at any regular board meeting. Administrative procedures are issued by the Chancellor as statements of method to be used in implementing Board Policy and are consistent with the intent of the Board Policy. The Chancellor, as the Board's designee, assigns policies and procedures by subject area to members of his/her executive team for review. An employee, student or member of the public may initiate a review or development of any policy or procedure by submitting a request in writing to the Chancellor's Office (AP 2410).

An annual Board Policy and Administrative Procedure Review Schedule denote new and updated policies and procedures to be written and/or reviewed in the District participatory governance process. The Chancellor refers to the Community college League's Policy and Procedure Service for recommended or legally advised language as needed. Detailed procedures and timelines for Board policies and administrative procedures ensure review that supports and enhances the District mission. **IV.C.7.1 BP 2410**; **IV.C.7.2 AP 2410**

Standard IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

IV.C.8 Evidence of Meeting the Standard

The Board of Trustees reviews, discusses and accepts reports that address the quality of student learning and achievement. District Strategic Planning (BP 3250) outlines the process for developing college and District-wide plans. The Board reviews and approves the colleges' academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State's Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves the colleges' Educational and Strategic Master Plans every five years or sooner if requested by the college.

Goals are assessed through key performance indicators as outlined in the District Strategic Plan. The Board is regularly apprised with District and college data regarding the progress towards KPIs at BOT planning sessions. **IV.C.8.1 KPI Coalinga**; **IV.C.8.2 BP 3250**

IV.C.8 Analysis and Evaluation

The Board annually reviews student awards and transfers to four-year colleges and universities. The Board also reviews students' perspectives on learning outcomes and key indicators of student learning. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality. The Board's level of engagement, along with knowledge about student learning and achievement, is high due to decades-long service commitment by most Trustees. Board members ask insightful questions and expect honest and thorough responses from college leadership. The Board sets clear expectations for improvement of student learning outcomes. Examples of WHCC programs and events for which the Board has shown enthusiastic support include the following:

- Workforce Investment/WHC Coalinga Job Fair (over 40 employers)
- College Day – "**We Are Relentless**" (over 200 students from feeder high schools)
- Central Valley Promise – Firebaugh/Mendota High and Middle School partnership for guaranteed transfer to CSU Fresno
- President's Scholars breakfast reception for awardees and donors
- Open Educational (OER) Project progress and grant funding

Standard IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.C.9 Evidence of Meeting the Standard

The Board of Trustees involves seven members representing seven Trustee Areas which are elected by the qualified voters of the District. New WHCCD Trustees were elected in June 2015 and December 2015. Five Trustees have served for over consecutive 20 years. The elected governing board serves four-year staggered terms in office. Elections are held in odd-numbered years.

IV.C.9 Analysis and Evaluation

All new Board members are oriented before taking office. There are also long-standing procedures for the orientation of the Student Trustee. Board Education (BP 2740 and AP 2740) encourages Trustees to seek professional development opportunities and to attend conferences and workshops relative to the interests of the District. These opportunities include, but are not limited to, participation in the following:

- AACC (American Association of Community colleges) Annual Convention
- CCLC (Community college League of California) Annual Trustees Conference
- ACCT (Association of Community college Trustees) Conference
- New Board members are also encouraged to attend the annual CCLC (Community college League of California) Effective Trustee Workshop held each year in January.

In addition to professional development opportunities, Board members are expected to serve as representatives of the District on the Foundation Board, Retiree Health Benefits Plan Investment Committee, Farm of the Future Advisory Committee, and as legislative representatives for Fresno and Kings Counties. **IV.C.9.1 AP 2740**; **IV.C.9.2 BP 2740**

Standard IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board

regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

IV.C.10 Evidence of Meeting the Standard

The Governing Board participates in annual Board Retreats for self-evaluation among members (BP 2745) and for ongoing training on federal and state regulations, policy and procedures development, resource management, human resources, evaluation measures for assessing student learning and achievement and institutional planning.

The Board has a robust program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance**. IV.C.10.1 BP 2745**

IV.C.10 Analysis and Evaluation

Annual Trustee self-evaluation is reviewed at the annual Board Retreat. Evaluation addresses Board Performance Rating and Personal Level of Agreement Rating. Categories for review include Mission, Planning and Policy, Board-CEO Relations, Community Relations and Advocacy, Educational Programs and Quality, Fiduciary Role, Human Resources and Staff Relations, Board Leadership, Board Meetings and Board Education. Additional open ended questions (12) address strengths, areas for improvement, operations and relationships. Finally, Board goals are developed for the coming year.

Board of Trustees Self Evaluation reports are archived on the Board of Trustees website for public review. In addition to the self-evaluation, the board develops a remediation plan to address evaluation results as detailed in AP 2745.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness and student success. All Board members regularly participate in training, orientation, goal-setting and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and Chancellor are committed to continuously improve the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness and student success. **IV.C.10.2 AP 2745**

Standard IV.C.11

The governing board upholds a code of ethics and conflict of interest policy and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have not employment, family, ownership, or other personal financial interest in the institution. Board members interests are disclosed and 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 (ER 7).

IV.C.11 Evidence of Meeting the Standard

WHCCD has clear policies and procedures which govern conflict of interest code for Board members as well as employees (BP 2710 and AP 2710). Board members receive an initial orientation before taking office, updates throughout the year and file a yearly conflict of interest statement. **IV.C.11.1. AP 2710; IV.C.11.2 BP 2710**

An additional Code of Ethics/Standards of Practice (BP 2715 AP 2715) notes ethical expectations and types of violations to include Financial Interests, Fair and Open Decision-Making and Use of Public Funds. Additional violations relate to sabotaging the work of the Board, attacking other Trustees in public, publicly advocating against Board decisions and making substantial attempts to administer rather than govern which violates the separation of CEO and Board roles. **IV.C.11.3 AP 2715**; **IV.C.11.4 BP 2715**

IV.C.11 Analysis and Evaluation

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to file conflict of interest forms and annual submit disclosures regarding any personal financial connections to District business, an important consideration in small, rural communities.

Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. Board members have no employment, family ownership, or other personal financial interest in the institution.

Standard IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or college, respectively.

IV.C.12 Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board Policy, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and residents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations. The Board's delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Function Map developed for the Board, Chancellor and college stakeholders. To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response.

IV.C.12 Analysis and Evaluation

The Board holds the Chancellor accountable for District operations through his/her job description, performance goals and annual evaluation. The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies.

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

The Board and Chancellor review the Function Area Map survey results on a regular basis and update the map intermittently. A survey accompanies the map for stakeholder input as to whether functions are centralized or decentralized. The survey also includes a rating of stakeholder satisfaction for each functional area.

Standard IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accreditation status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

IV.C.13 Evidence of Meeting the Standard

Accreditation (BP 3200) stipulates the Chancellor ensures the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior colleges and of other District programs that seek special accreditation. The Chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations as well as any accreditation process in which Board participation is required. The Chancellor provides the Board with a summary of any accreditation report and any actions take or to be taken in response to recommendations in an accreditation report.

All Board members are made aware of Eligibility Requirements and Accreditation Standards, processes and requirements. The Board takes an active role in reviewing the colleges' accreditation reports and policy-making to support colleges' efforts to improve and excel. **IV.C.13.1 AP 3200; IV.C.13.2 BP 3200**

IV.C.13 Analysis and Evaluation

Board members receive trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards. The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation.

College Presidents routinely provide updates on the progress of accreditation to the Chancellor and Board of Trustees in monthly Board reports. Accreditation documents are reviewed and approved with input encouraged by the Board of Trustees.

Evidence: Standard IV.C - Governing Board

The link above contains evidence
for Standard IVC listed below:

IV.C.1.1 AP 4020
IV.C.1.2 BP 4020
IV.C.1.3 AP 3250
IV.C.1.4 BP 3250
IV.C.1.5 AP 6200
IV.C.1.6 BP 6200
IV.C.1.7 AP 6225
IV.C.1.8 BP 6225
IV.C.1.9 BP 2410

IV.C.2.1 AP 2745
IV.C.2.2 BP 2745
IV.C.2.3 AP 2715
IV.C.2.4 BP 2715

IV.C.3.1 AP 2433
IV.C.3.2 BP 2433
IV.C.3.3 BP 2432
IV.C.3.4 BP 2430
IV.C.3.5 AP 2431
IV.C.3.6 AP 7250
IV.C.3.7 BP 7250
IV.C.3.8 BP 214

IV.C.4.1 BP 2715
IV.C.4.2 BP 2710
IV.C.4.3 AP 2712
IV.C.4.4 BP 3010
IV.C.4.5 BP 2015

IV.C.5.1 BP 2200
IV.C.5.2 BP 101
IV.C.5.3 BP 102
IV.C.5.4 BP 117
IV.C.5.5 BP 119
IV.C.5.6 BP 120
IV.C.5.7 BP 121

IV.C.6.1 AP 2110
IV.C.6.2 BP 2100
IV.C.6.3 BP 2200
IV.C.6.4 BP 2210
IV.C.6.5 BP 2220
IV.C.6.6 BP 2305
IV.C.6.7 BP 2310
IV.C.6.8 BP 2315
IV.C.6.9 BP 2320
IV.C.6.10 AP 2320

IV.C.6.11 BP 2340
IV.C.6.12 AP 2340
IV.C.6.13 BP 2330

IV.C.7.1 BP 2410
IV.C.7.2 AP 2410

IV.C.8.1 KPI Coalinga
IV.C.8.2 BP 3250

IV.C.9.1 AP 2740
IV.C.9.2 BP 2740

IV.C.10.1 BP 2745
IV.C.10.2 AP 2745

IV.C.11.1 AP 2710
IV.C.11.2 BP 2710
IV.C.11.3 AP 2715
IV.C.11.4 BP 2715

IV.C.13.1 AP 3200
IV.C.13.2 BP 3200

Standard IV.D: Multi-college Districts or Systems

Standard IV.D.1

In multi-college Districts or systems, the District/system CEO provides 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. Working with the colleges, the District/system CEO establishes clearly defined roles, authority and responsibility between colleges and the District system.

IV.D.1 Evidence of Meeting the Standard

The Chancellor engages employees from both colleges to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff and student events. The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college Presidents. The Chancellor holds Presidents to clearly articulated standards for student success, educational excellence and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year and review of their self-evaluations.

The Chancellor assures support for effective operation of the colleges when meeting individually with each college President on a regular basis to discuss progress on their annual goals and any concerns, needs and opportunities for their individual campus. Monthly Chancellor's Executive Cabinet meetings also include participation from the District Vice Chancellor of Educational Services/Workforce Development, the Deputy Chancellor and the Director of Marketing, Communications and Public Information. **IV.D.1.1 Function Map**

IV.D.1 Analysis and Evaluation

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor provides college staff updates in the form of letters and memos as appropriate. The District hosts leadership retreats and professional development days at the beginning of each semester. The District Marketing Department publishes online and print edition WHC Magazine providing information about the District and the colleges. The District online portal is home to many "team sites" that allow information sharing between District-wide and college-wide groups.

In addition, the Chancellor engages in the following:

- invites new faculty, staff and administrators to his home at the start of each semester and encourages management to attend and welcome new employees
- is participatory and visible at numerous community events and encourages partnerships with businesses, non-profits and schools
- leads the partnership with the Quay Valley Project
- chairs accreditation site team visits
- leads significant foundation fundraising efforts

Chancellor committee leadership includes the Chancellor's Executive Cabinet, District Leadership Council and Board of Trustee meetings. The Chancellor is the primary conduit among District cities and philanthropic organizations.

Standard IV.D.2

The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the colleges receive effective and adequate District/system provided services to support the colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

IV.D.2 Evidence of Meeting the Standard

The District Function map details the division of responsibilities among the colleges and the District. A District survey assesses stakeholder satisfaction of functional areas or responsibilities and whether the function is understood to be located/managed by the District (centralized) or by the colleges (decentralized). All District and college functional areas participate in program review and all assess their goals and outcomes in relation to both 'customer' service and alignment with the District KPIs and college strategic goals. Through District and college program review, the Chancellor and Executive Cabinet members continue to evaluate resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

IV.D.2 Analysis and Evaluation

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college Presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

In rural communities, community colleges serve as educators and as community hubs. In addition to the large geographic expanse of the WHCCD, the college prepares and educates diverse students ranging from online students outside the District boundaries to pest control advisors (PCAs) to prison staff and psychiatric technicians. The college is unique in that it supports a nationally ranked rodeo team, multiple child development centers, a working farm, and is a leader in the Open Educational Resource movement.

District and college policies, based on accreditation guidelines of outcomes, program review, and participatory governance determine what services are needed and provided to achieve college missions and the District Strategic Plan. West Hills College Coalinga supports a strong District budget allocation model that prioritizes college need. District budget processes are clearly defined. Many initiatives are grant funded. The District maintains a conservative fiscal outlook; funds are available and allotted that support accreditation status.

Standard IV.D.3

The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and District/system. The District/system CEO ensures effective control of expenditures.

IV.D.3 Evidence of Meeting the Standard

The District has a resource allocation procedure that provides for the fair distribution of resources that are adequate to support the effective operations of the colleges. Administrative Policy 6225 outlines the distribution of fiscal resources and details procedures related to allocation, distribution and reductions in income. Board of Trustee budget updates are provided by the District Deputy Chancellor that detail potential changes in revenue from the State Chancellor's office. **IV.D.3.1AP 6225**; **IV.D.3.2 BP 6225**

IV.D.3 Analysis and Evaluation

The District Resource Allocation procedures describe how resources will be allocated to maintain the viability and comprehensiveness of both colleges. Resources are allocated to colleges for the purpose of prioritizing and planning the human resources, support programs and academic programs desired by the colleges which are determined by the internal planning processes at the college level.

The District has a long history of financial solvency. colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves, currently 10.27%, have allowed the District to minimize the impact of cuts to college operations during CCCCO revenue downturns.

Standard IV.D.4

The CEO of the District or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated District/system policies without interference and holds the college CEOs accountable for the operation of the colleges.

IV.D.4 Evidence of Meeting the Standard

The District Chancellor and administration meet monthly with college Presidents in the Chancellor's Executive Cabinet. The Chancellor delegates responsibility of college operations to each college President who is accountable for administering the implementation of District and system policies. The Chancellor's Executive Cabinet meetings are held to review and discuss college Presidents' performance and operational issues of the colleges. The organizational charts below illustrate the relationship between the Chancellor and administration direct reports.

West Hills Community College District
Chancellor's Office
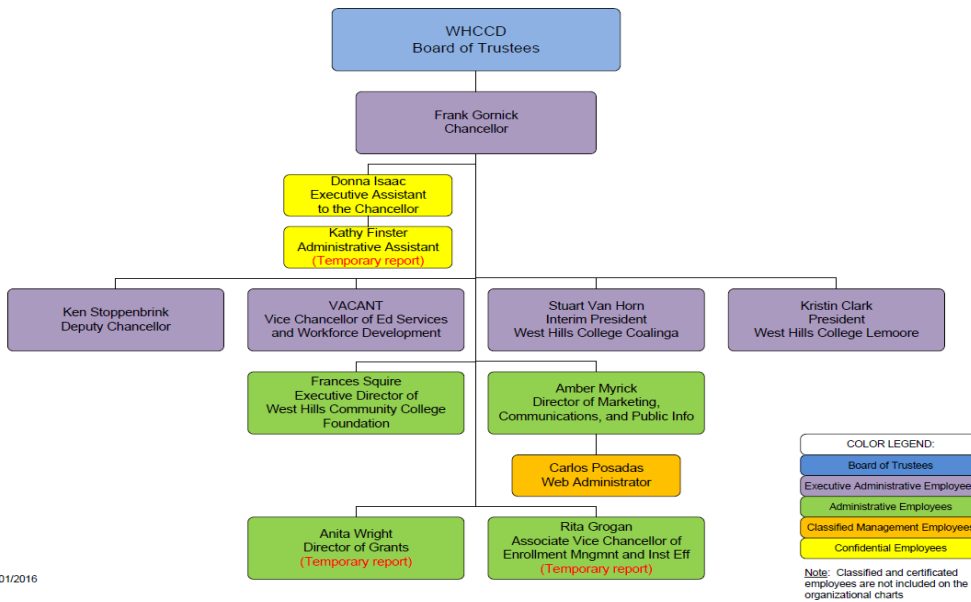
In accordance with AP 2433 the President's role is to do the following:

- provide leadership of campus level discussion and the shared governance process
- lead decision making at the college level which directly affects the operation of the college
- establish and maintain a climate which encourages open discussion and communication across all levels on the campus
- promptly communicate college and District decisions to all staff

District wide policy decisions start with the Chancellor's Executive Cabinet then filters to and from each college. The President chairs a number of key planning and governance councils to fulfill obligations and administer board policy. The President chairs the Planning and Governance Council, the central decision making body of the college. The President's Intercommunication Team is responsible for communications between the District office and college. The President also chairs the Executive Council comprised of the college vice Presidents and deans to communicate policy direction and operations of the college.

IV.D.4 Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college Presidents to implement District policies without interference. The College President serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status and fiscal sustainability of their colleges.

The President is evaluated annually based on performance of the duties assigned by the Chancellor. The Chancellor uses a 360 Assessment tool and goal setting processes to evaluate the President. Using this process, the Chancellor gathers input from staff who report to the President and District level administrators to assess the President's effectiveness.

Standard IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

IV.D.5 Evidence of Meeting the Standard

Board Policy on institutional effectiveness (BP and AP 3225) addresses accreditation status, fiscal viability, student performance and outcomes and programmatic compliance with state and federal guidelines.

District Strategic Planning (BP 3250 AP 3250) notes the broad range of integrated planning that occurs:

- Educational Master Plan, which shall be updated periodically as deemed necessary by the Governing Board
- Facilities Master Plan
- Equal Employment Opportunity Plan
- Student Equity Plan
- Student Success and Support Program Plan
- Transfer Center Plan
- Cooperative Work Experience Plan
- EOPS Plan
- DSPS Plan
- Technology Strategic Plan
- Human Resources Plan
- District Strategic Plan
- College Strategic Plan
- College Educational Master Plan

A participatory governance structure involving District and college is needed and followed so that all service and functional areas receive the funds and support needed to improve student learning and institutional effectiveness.

Planning and institutional effectiveness are addressed at West Hills College Coalinga in the college participatory governance manual (PGIPM). The manual is updated regularly, most recently in spring 2016. Board policies, program reviews, SLO progress and updates from each standing committee are shared at each College Planning Council (CPC) biweekly meetings. Minutes are posted on the college portal site for institutional sharing. The President or a representative from a District level planning group frequently presents issues to the CPC for comment and approval.   **IV.D.5.1 AP 3225**; **IV.D.5.2 BP 3225**; **IV.D.5.3 CPC Minutes**; **IV.D.5.4 WHCC SP Supplement**

IV.D.5 Analysis and Evaluation

The college began preparing its most recent strategic plan in fall 2015. An addendum was completed in the fall 2016 and the strategic planning process involved members of all college constituencies and the community.

Standard IV.D.6

Communication between the colleges and the District/system ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

IV.D.6 Evidence of Meeting the Standard

The college and District communicate effectively through a number of councils, committees and task groups to ensure timely, effective communication between constituents. President's Intercommunication Team including college staff and faculty leaders meet quarterly with District administration, programs directors, grants and IT staff by video conference to review and discuss topics such as grant opportunities, budgets and new initiatives. District Education Coordinating Council serves as a District-wide curriculum advisory group to ensure consistency in accordance with local, state and federal policies and procedures. The District Technology Executive Committee with staff and faculty membership from both college campuses meet bi-monthly to ensure technology is maintained and conducive for quality education.

A student trustee from each college sits on the Board of Trustees with full discussion rights within the group to represent the student body. College student leaders also meet monthly with the college President to discuss activities, issues, and/or needs of the student body. The Chancellor keeps the Board of Trustees, college Presidents and senior administrators abreast of Trustee matters, college/District updates and activities, legislative and public affairs updates and community events through board reports.

The District is undertaking a complete redesign of its website. The updated website will allow each division/unit to manage their own account and web links will be available for Board committee, council and program information and will improve access.

IV.D.6 Analysis and Evaluation

The District ensures regular communication with the colleges and employees through its committees and councils, websites and emails. Meeting agendas and minutes are posted on BoardDocs. The soon-to-be-released revamped website will facilitate ease of use for staff to maintain and for the public to access college information.

Standard IV.D.7

The District/system CEO regularly evaluates District/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the college in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as basis for improvement.

IV.D.7 Evidence of Meeting the Standard

The District, under the guidance of the Chancellor, evaluates the effectiveness of District/college role delineations, governance and decision making process. Since 2006, the District engages in function mapping to delineate operational responsibilities within the District and colleges. Function map information and updates were provided by each college President and District staff. The function map is posted on each college and District website and presented at college and District level meetings**. IV.D.7.1 Function Map**

IV.D.7 Analysis and Evaluation

The District has processes to regularly evaluate District/system and college role delineations, governance and decision-making. The District organization charges are available online and are updated as changes occur. The CEO communicates with individuals delineated on the organizational chart and the committees within the function map. Each functional area at the college and District also post an organizational chart for clarity and communication.

Evidence: Standard IV.C – Multi-College Districts

The link above contains evidence for Standard IVC listed below:

IV.D.1.1 Function Map
IV.D.3.1 AP 6225
IV.D.3.2 BP 6225
IV.D.5.1 AP 3225
IV.D.5.2 BP 3225
IV.D.5.3 CPC Minutes 111516
IV.D.5.4 WHCC SP Supplement
IV.D.7.1 Function Map

Quality Focus Essay

As part of its accreditation self-evaluation, West Hills College Coalinga is engaged in thoughtful dialog and reflection on how to improve student learning and achievement. Two action projects emerged from multiple discussions of what would help the college to support its mission and increase student success and academic excellence. These action projects with subsequent sub-projects reflect the degree to which the college meets the accreditation Standards as evaluated and analyzed in the Institutional Self Evaluation Report (ISER).

The following Qualify Focus Essay (QFE) is based on the ACCJC Guide for Improving Institutions (2015). The QFE is the natural result of thoughtful planning that implements necessary action steps to ensure ongoing integration and institutional effectiveness. During the accreditation self-evaluation process, West Hills College Coalinga engaged in faculty lead forums and discussions to identify action projects that support college efforts to improve student learning and student achievement.

The essay will discuss the process of selecting the action projects, anticipated outcomes and alignment with accreditation standards. The actions projects are described and include the projects purpose and goals. Tables identifying activities, timelines, responsible staff and resources needed to implement along with measureable outcomes are included. This document will conclude with WHC Coalinga's plan for assessing the outcomes and effectiveness of the projects.

In August 2016 at a professional development day dedicated to faculty, 44 faculty, 4 staff members and 4 educational administrators met to select three potential categories for improvement gleaned from the comprehensive self-evaluation report and utilizing the mission statement and the college core goals as described in the institutions draft 2013-18 Educational Master Plan.

These following goals were identified:
- Improve success, retention and persistence of all students by improving transfer rates and the number of certificates and degrees awarded
- Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends
- Support and strengthen Career Technical Programs through research and sustained interaction with the business community
- Develop new and strengthen existing external collaborative relationships and partnerships
- Advance a learning college culture that promotes a passion for learning, builds leadership and civic engagement across all stakeholder groups
- Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services

In small group settings, faculty had identified three possible categories of interest; Culture, Curriculum and Community. In August, September and October four additional QFE forums were each attended by a minimum of 30 faculty, classified and administrative staff. Faculty demonstrated a high level of commitment to creating a QFE that addressed significant areas for improvement on campus. The QFE workgroup finalized the action projects and essay and the President's Strategic Planning Retreat held October 7, 2016 worked to outline the elements of the QFE before it was submitted with the comprehensive self-evaluation report.

Identification of the Projects

The following action projects are guided by the philosophy that as an institution of higher learning, we are compelled to find innovative ways to enhance student learning and achievement in order to ensure institutional

effectiveness. To align with identified areas in the self-evaluation, these themes emerged into three action projects in the form of the "Three C's:"

- Learning college Culture – Institutional Effectiveness
- Curricular – Education Pathways
- Community – Faculty and Student Relationships

The team defined Culture in a manner that addressed gaps in Standard I related to Institutional Effectiveness. The Curriculum items of interest were filtered through Standard I and Standard II which identified gaps relating to continuous quality improvement tied to the college mission. The third theme from professional development included activities incorporated into college Culture. It was determined through these forums that this topic can be addressed in the context of ad-hoc committee and staff involvement. As such, two projects were determined to address the ISER and faculty priorities in developing the colleges' Quality Focus Essay: Institutional Effectiveness (Culture) and Educational Pathways (Curriculum).

Desired Goals/Outcomes

Creating a list of Action Items drawn from conversations, accreditation guidelines and ISER narrative was a straightforward task. Detailing implementation and assessment proved to be a challenge due to the need for professional development in order to begin to address institutional gaps. As such, within each of the two Action Items are professional development needs that support the college's pursuit to create the opportunity for meaningful assessment and improvement. While 'the needle' can move forward with the current training and experience levels of the team, professional development is needed to support continuous quality improvement.

To accomplish these Action Projects, the college will need to complete the following tasks:
- Evaluate and provide professional development needs of faculty, staff and administrators, keeping in mind the goal of increasing student achievement and success;
- Develop a professional development committee which plans activities that integrate with college initiatives;
- Ensure consistent communication; and,
- Offer professional development online for faculty who drive long distances.

Preparing to implement West Hills College Coalinga's two action projects will incorporate the following goals:
- Gather Data: For the action projects, it is important to regularly collect data that can provide guidance for decision making and evidence of progress;
- Plan: Participatory decision making, informed by data is key;
- Implement: Professional development and implementation partner on action items;
- Monitor Performance: Performance monitoring comes in the form of observations, informal interviews or questionnaires. Additional evidence that supports SSSP, Equity, accreditation, etc. guides continuous quality improvement; and,
- Evaluate and Refine: Regular evaluation and improvement dialog among all stakeholders provide the opportunity for greatest improvement.

Over the course of the next three years, the faculty and staff expect to further develop and improve the projects to achieve optimal results.

Action Project #1 – Institutional Effectiveness (Culture)

Develop a systematic process of evaluation and improvement of college effectiveness, focusing on professional development, resource allocation and integrated planning and outcomes evaluation and communication.

Action Plan	Anticipated Outcomes	Alignment with Standards
Professional Development	To increase the effectiveness of the institution in: • Systematically evaluating and improving the governance structure • Planning at the institutional and program levels to ensure accomplishment of goals/mission alignment • Evaluating, annually, progress on each governance committee structure and report to College Planning Council	I.B.5 I.B.7 II.C.2
Integration of Resource Allocation	To increase the effectiveness of the institution in: • Assessing and evaluating the current structure of the Budget Resource committee • Establishing a systematic process for dissemination of BRC to all college constituents	I.B.1 I.B.9 III.D.2
Institutional Effectiveness Evaluation and Review	To increase the effectiveness of the institution in: • Conducting regular evaluations of organization structures and practices • Communicating the results of those evaluations to college constituents • Implementing changes in a timely manner to support student achievement, learning and mission • Update and complete the Facilities and Educational Master Plan	I.A.3 I.B.1 II.A.15 II.C.2 III.B.2 IV.A.5 IV.A.7

The goal of this Action Project is to integrate planning and maximize college resources to enable the college to better fulfill its mission. The recommendations and proposed strategies in this Action Project are designed to improve the operational effectiveness and efficiency of the day-to-day and long-term planning and operational functioning of the college. A consequence of this improvement will be to enhance accountability and systematic planning at all levels. A well thought-out Integrated Planning Model captures the critical elements needed to ensure the distribution and allocation of resources which will most effectively benefit and support student learning and success.

Measurement of Progress, Timeline, Responsible Parties

Goal	Activities Toward Progress	Timeline	Responsible Parties
#1 – College Professional Development for Institutional Effectiveness and Budget Resources	Develop a Professional Development Committee	Fall 2017	VPES Faculty/classified Academic Senate
	Review Governance Committee membership and integrated planning processes	Spring 2017	Institutional Effectiveness and Accreditation Council New VPES
	Learning Area training meetings on budgeting, revenue, integrated planning	Fall 2017	District Office Faculty
	Evaluate Effectiveness and make improvements	Spring 2018	IEAC and VPES
	Standing committee feedback, alignment and revision	Every Spring	IEAC and VPES
Integration of Planning, assessment evaluation and improvement	Board Docs Training and implementation	Fall 2016	DO/All Staff
	Review documentation processes and portal communication for all committees (new college web training)	Fall 2017	Webmaster IEAC CPC Learning Areas
	Governance Committee training on Ed code, compliance and integration with accreditation best practices	Spring 2018	PD Committee IEAC VPES
	Evaluate effectiveness and make improvements Annual committee review, alignment with mission	Every Spring	President IEAC VPES
Goal	**Activities Toward Progress**	**Timeline**	**Responsible Parties**
#2 – Improve Resource Allocation Model	Overview budget process best practices per ACCJC	Fall 2016	Budget Resource committee (BRC)
	Establish focused annual planning priorities/changes and cycle	Spring 2017	BRC

Goal	Activities Toward Progress	Timeline	Responsible Parties
	Integrate budget discussion in Learning Areas	Fall 2016	BRC/Faculty
	Develop method for effective feedback to all committees/programs and staff	Fall 2016	IEAC/BRC/VPES
	Evaluate effectiveness	Spring 2017	BRC
#3 – Integration of Planning, assessment evaluation and improvement	Budget access and training for all instructional areas, Ellucian Colleague purchasing, managing budgets, monthly review	February/ March 2017	District Office Flex/Duty Day
	Learning Area budget review and recommendations, committee development and guidelines	February 2017	BRC Chair VPES Faculty
	college Budget Resource committee prioritization of recommendations to CPC, template evidence and review	February of each year	BRC CPC members
	CPC recommendations to President; communicating budget implementation from President's Executive Cabinet back to all stakeholders	February of each year	President BRC Faculty
	Grants budget process	January 2017	VPSS student services Staff
	Develop process for resource requests outside of program review cycle	January 2017	President VPES BRC
Goal	**Activities Toward Progress**	**Timeline**	**Responsible Parties**
#4 – Professional Development to work towards evaluation goal	Professional Development training on evaluation of effectiveness of committee structures	Ongoing	President VPES
	ACCJC training/site team visits for faculty	Fall/Spring 2017-18	VPSS All faculty and classified staff

Resources

The college is committed to fully deploying this Action Project. The Institutional Effectiveness and Accreditation Council (IEAC) and College Planning Council (CPC) will oversee the project and the Academic Senate will be consulted on all things related to faculty professional development. The Offices of Instruction and student services will oversee and enhance fiscal resources for professional development for faculty, administrators and staff responsible for implementation.

Assessment

In evaluating the overall goals of the Action Project, primary emphasis is given to the measurable improvement of Integrated Planning effectiveness, focusing on planning and resource allocation processes. Built into this Action Project is the development of assessments designed to gather data from the following:

- Evaluate and improve the Professional Development effort;
- Analyze how efficiently financial and other resources are being used across the campus; and,
- Inform campus perceptions of the college's planning and resource allocation process to ensure that there is broad understanding of this process as well as the College's planning goals, objectives, and priorities.

The results of these comprehensive assessment activities will allow for improvements/changes to be made to timelines and implementation activities, if necessary.

Additional assessment will inform stakeholders as to progress and potential for improvement for the Action Project Objectives. These will include the following:

- Systematic evaluation and improvement of governance structure;
- Planning at the institutional and program levels to ensure accomplishment of goals/mission alignment;
- Evaluating, annually, progress on each governance committee structure and report to College Planning Council

To increase the effectiveness of the institution in:

- Assessing and evaluating the current structure of the Budget Resource committee;
- Establishing a systematic process for dissemination of BRC to all college constituent;
- Conducting regular evaluations of organization structures and practices;
- Communicating the results of those evaluations to college constituents; and,
- Implementing changes in a timely manner to support student achievement, learning and mission.

Action Project #2 – Educational Pathways (Curriculum)

For continuous quality improvement, the college must plan at the institution and program level with a focus on the mission as it relates to student learning and achievement. Questions posed and discussed during Learning Area meetings, professional development days and subsequent Quality Focus Essay forums regarding this Action Project include:

Evolving Academic Advising Models

- How can we prepare faculty to enact curriculum and scheduling reforms?
- How can we prepare for today's student expectation to be mentored, counseled and coached?
- Faculty and staff regular training builds trust and collaboration. How can we build, implement and measure consistent faculty and staff professional development pathways?

Redesigning Academic Policies

- Rules and regulations that govern degree planning, course registration and advising can unintentionally force students off track. Using the REG365 data analysis (Spurlock review), how can we change practice to increase success and retention?

- How can we assure and assess that curriculum is relevant and readily meets Standard II guidelines?
- As a rural college, how can we schedule and offer for credit and noncredit courses/programs that serve our students and community?

Action Plan	Purpose/Objective	Alignment with Standards
Curriculum, Program, Course Cleanup and Curriculum Inventory	To increase the effectiveness of the institution in: • Assessing mission accomplishment through program review, student learning outcomes and achievement with data • Assessing and updating degrees and programs • Ensuring all programs and student learning outcomes are appropriate to the program level, competencies • Following Board Policy on eliminating or changing program requirements in a manner that enrolled students complete in a timely manner with minimal disruption • Evaluating and improving the quality and currency of all instructional programs	I.A.2 II.A.1 II.A.5 II.A.15 II.A.16
Outcomes, Improvement and Mapping	To increase the effectiveness of the institution in: • Demonstrating a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement (BASE committee) • Defining and assessing student learning outcomes for all instructional programs and student and learning support services • Documenting assessment of student learning and evaluation of student achievement • Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards	I.C.3 II.A.3 II.A.15

Action Plan	Purpose/Objective	Alignment with Standards
Program Alignment with Mission	To increase the effectiveness of the institution in: • Reviewing institutional policies, procedures and publications to assure integrity in all representations of the college mission, programs and services • Requiring all degree programs to include a component of general education based on the college educational philosophy • Determine the appropriateness of each course for inclusion in the general education curriculum	I.A.3 I.C.5 II.A.12
Institution-set standards (ISS) for achievement (ER 11)	To increase the effectiveness of the institution in: • Establishing institution-set standards for student achievement, appropriate to the college mission • Assessing achievement in pursuit of continuous improvement. Publishing this information. • Comparing I-SS for achievement against college Educational Master Plan goals and provide feedback	I.B.3
Enrollment Management for Course, Program Completion (ER 9)	Offering all instructional programs consistent with: • The college Mission • Scheduling courses that allow students to complete certificate and degree programs within a period of time consistent with established expectations in higher education	II.A.15

Through its Institutional Self Evaluation Report (ISER), the College verified its compliance with the Standards pertaining to outcomes; however, it also identified the need to expand existing efforts to ensure programs are organized, assessed and mapped in a manner that best serves students. This multi-year project will allow programs enough time to reflect on required programmatic changes to measurably increase student success.

Measurement of Progress, Timeline, Responsible Parties

Goal	Activities Towards Progress	Timeline	Responsible Parties
#1 – Curriculum inventory assessment including low/no enrolled programs and courses to prepare for student Planning Module	Verify CCCCO/WHCC curriculum	Fall 2016 through	All Faculty
	Correct errors on submitted courses	Spring 2017	VPES/Assoc Dean ES
	Develop a catalog review committee for ongoing review and edits of catalog	Jan 2017	VPES/Assoc Dean ES
	Validate catalog and schedules for currency and accuracy according to updated inventory	Fall 2017	Catalog Committee
	Academic Senate/Learning Area collaboration in assessing low enrolled courses/programs	Spring 2017	Learning Area Faculty
	Utilize persistence, success and completion data for curriculum clean-up	Spring 2017	Academic Senate VPES Learning Area Faculty
	Evaluate dual enrollment, incarcerated programs effectiveness and efficiency	Fall 2018-Spring 2019	Academic Senate VPES
	Evaluate ESL model for fall schedule	Spring 2017	Assoc Dean of ES VPES
	Evaluate Adult Ed funding and options	Fall 2017 for REG365	Assoc Dean of ES
	Update programs and courses through curriculum process	Ongoing	VPSS with VPES BASE committee
	Evaluate and assess Curriculum Committee	End of each semester	VPES Faculty Curriculum Chair IEAC/Office of IE

Goal	Activities Towards Progress	Timeline	Responsible Parties
#2 – Outcomes improvement and degree mapping (Pathways)	eLumen implementation	Spring 2017	Discipline Faculty
	Mapping of Outcomes	All DQP Fall 2018-2019	Outcomes Committee
	Degree Qualifying Profiles on next five Programs	Fall 2016-Spring 2017	Discipline Faculty Outcomes Committee
	Review of all CSLOs, PSLOs, SSOs and AUOs	Ongoing	Outcomes Committee Outcomes Assessment Day
	Strengthen learning outcome alignment with ACCJC standards IB2, IIA3, IIA12, IIA13	Twice a year, Fall and Spring	Discipline Faculty VPES VPSS
	Cohort scheduling and mapping with Ellucian Colleague Student Planning Model	Fall 2016-Spring 2018	Discipline Faculty VPES VPSS
	Develop and refine accelerated pathways with Curriculum tracks	Fall 2017	District Office
	META major discussion and integration	Fall 2017	IEAC Office of IE Discipline Faculty
	Evaluate scheduling and enrollment management data regarding cohorts and accelerated pathways	Spring 2017	Outcomes Committee
	Outcomes and assessment	Twice a year, Fall and Spring	Outcomes Committee
	Outcomes integrated with program review	program review Cycle	program review

Goal	Activities Towards Progress	Timeline	Responsible Parties
#3 – Program Alignment with Mission	Faculty training on program viability and programs for alignment, efficiency and continuous quality improvement	Fall 2017	VPES Assoc Dean of ES Office of IE
	Assessment of credit courses and programs for alignment of college mission and continuous quality improvement	Spring 2017	VPES Discipline Faculty
	Assessment of dual enrollment, incarcerated student courses/programs for alignment with college mission and continuous quality improvement	Spring 2018	VPES Discipline Faculty
#4 – Institution-set standards for Achievement (ER 11)	Assess I-SS for fit with college goals	Spring 2017	Discipline Faculty VPES/ALO
	Regularly assess students who achieve outcomes/completion of programs (including student services programs)	Fall 2017	VPES/ALO VPSS Faculty SS Staff
	Communicate results/feedback in stakeholder groups and committees	Spring 2018	CPC/PEC All governance groups student services
#5 – Professional Development Needs for Alignment with Mission	EMP/Facilities/Technology Plans – implications for WHCC	Various	President Administration
	EMP to college Strategic Planning – how to align with college mission	Various	President Administration
	Integrated planning for program alignment to mission	Spring 2017	ALO IEAC
	Institution-set standards, Key Performance Indicators, college goals, district goals and implications for college planning	Ongoing	President VPES/ALO VPSS
	Institution Set Standard training for creating and assessing I-SSs	Fall 2016-Spring 2017	President VPES/ALO All Faculty and Staff

Resources

- The college will perform a complete curriculum quality review and alignment to pathways and continue efforts in completing Degree Qualifications Profile (Standards II.A, II.B, II.D)
- The college will expand embedding all student support staff into pathways (Equity funding/BASE committee) (Standard II.A)
- The college has a process to ensure continuous funding to maintain the eLumen platform and the recurring appointment of the SLO Coordinator (Standards II.C and II.D)
- The college will ensure continuous funding for professional development activities through the alignment with corresponding state and federal funding sources that include general funds, Student Equity funds, and Student Success and Support Program funds (Standards II.A and II.D)
- The college will plan and provide targeted training to include strategies to facilitate effective dialogue throughout every step of this project (Standard II.A)

Assessments

West Hills College Coalinga will establish a quality review process to ensure improvements across the institution. This will involve providing progress summaries from the responsible individuals and conducting an annual assessment of advancement towards the goals and effectiveness of the Action Project. The assessment and evaluation process will take a broad look at college-wide curriculum efforts over the entire academic year to provide a holistic evaluation of the plan.

To accomplish this, the college will produce an annual assessment and evaluation report. Based on the report, appropriate adjustments and improvements in support of instructional student learning and achievement will take place and changes implemented as needed. The assessment and evaluation process report will be initiated at the end of each academic year.

Summary

The college will annually assess the advancement towards the goals of the QFE, the progress on the Action Projects, and the effectiveness of the QFE processes, timeline and cycles. The assessment on the QFE begins with a comprehensive review of the internal processes and systems to provide a foundation for embedding the plan into existing college-wide practice for advancing student learning and achievement. Through this process, the QFE becomes a critical component in college operations.

More specifically, the college will evaluate actions the college intends to take in order to achieve the goals identified in the QFE and make appropriate adjustments and improvements based on the findings of the yearly assessment. Most important, the college will refine its key processes and structures under the QFE to improve student learning and achievement.

College Progress Report

The college will generate a progress report each year to document progress on the objectives and recommend improvements to process. The report will include the following:

- An analysis of the data to identify strengths and areas for innovation and improvement;
- Plans and schedule to address improvement or corrective action;
- Identification of links to existing governance, program and planning processes; and,
- Method of incorporating campus feedback on recommendations as appropriate.

Summary

The Quality Focus Essay is an academic quality plan for improvement, built on a set of assumptions developed by the college as key to enhancing and maintaining a culture of innovation and improvement. The assessment will follow a set of well-defined procedures that focus on the college's systems and processes to investigate how well students are learning and based on the assessment of the progress on the plan, design and implement new ideas to improve academic quality.

Appendix to Quality Focus Essay

Summary of Activities

Summary of Activities
Fall 2016
BoardDocs Training
IE Framework/college Short Terms Goal Setting (December)*
Complete Educational Master Plan/Facilities Master Planning
Develop Professional Development committee
eLumen Implementation
Establish Focused Annual Planning priorities/changes and cycle
Integrate budget discussion in Learning Areas
Mapping remainder of Degree Qualifying Profile programs
Overview of Budget Process/ACCJC Standards
Update programs and courses through curriculum
Verify curriculum inventory at CCCCO
IE Framework Timeline (CCCCO)
Spring 2017
ACCJC training – site visit volunteers
Budget access and training for all instructional areas
Catalog Review Committee revisions
college Budget Resource committee prioritization of recommendations to CPC
college/District Goals due to CCCCO (June)*
CPC recommendations to President for next year (2017) planning
Develop method for feedback to all committees/programs/staff
Established focused annual planning priorities/changes and cycle
Grants budget process
IEPI Indicators Training Webinar (March)*
Learning area training on Budget Resource review and recommendations
Outcomes assessment/Instruction and Non Instruction and Institution-set standards
Professional Development training in all committee structures

Summary of Activities
Review Governance Committee membership and integrated planning processes
Review New Scorecard Data*
Utilize persistence success and completion data for Curriculum cleanup
IE Framework Timeline (CCCCO)
Fall 2017
Align new Scorecard Data with Educational Master Plan/Goals
Develop/refine accelerated pathways with pathway tracks
Evaluate Adult Ed funding options
META major discussion and integration
Review and integrate Equity data on disproportionate groups for Fall reporting
Update programs and courses through curriculum
Validate catalog and schedules for currency
Spring 2018
Annual Committee Review alignment with mission
Evaluate Dual Enrollment/Incarcerated population cohorts
Evaluate Effectiveness of committee structure
Governance Committee Training on ACCJC Standards/Ed Code
Update programs and courses through Curriculum
Ongoing
Evaluate and assess committee structures
Integrated Planning for program alignment with mission
Outcomes integrated with program review
Professional Development training on evaluation of effectiveness of committee structures
Review of all CSLOs, PSLOs, SSOs and AUOs
Strengthen learning outcome alignment with ACCJC Standards
Update programs and courses through curriculum

Changes and Plans Arising Out of the Self Evaluation Process

WHC Coalinga's institutional environment has been heightened from the self-evaluation process in a number of ways. First, the college saw a need to revise the mission statement to be more inclusionary to distance education populations. With a college district geographic region the size of Delaware and Rhode Island combined, distance education is vital to the College population for course and program completion. A revised board approved mission statement was accomplished in early November, 201 which was inclusive to students who access College services from within this huge district boundary. No longer is distance education considered an addendum to the colleges' way of "doing business" as it is an integral part of student access, success and completion. The dialog while developing the new mission statement identified gaps in the standards relating to the colleges' governance structure, it became apparent that the knowledge about integrated planning, cyclical evaluation practices in all committees and the feedback loop to stakeholder groups that tie these efforts directly to the mission was missing or not fully understood. As indicated throughout the comprehensive Self-Evaluation Report (ISER) WHC Coalinga is engaged in ongoing efforts to increase effectiveness and academic quality.

Descriptions and references to these activities appear throughout other sections of the ISER and examples of planned areas of focus are listed below:

- Updating institutional plans and developing materials to describe West Hills College Coalinga practices, process and structures (Ed Master Plan, Facilities, Governance Manual)
- Instituting a staff Professional Development Committee to define and enhance the faculty role in the governance process and those relationships in ongoing accreditation efforts
- Reviewing organizational and committee structures including Budget Resources, Program Review, Infrastructure and Risk Management and assessing for effectiveness; making improvements
- Strengthening integration of planning and resource allocation and College Planning Council (more inclusive process, improve budget structure)
- Curriculum relevance to college mission, Board Policy and Degree/Program Pathways as the way to increase completion and success
- Full implementation of eLumen and exploring additional ways of communicating assessment results and improvement plans spring 2016
- Developing a mentoring" Community" identified in QFE forums where faculty, staff and students together can enhance engagement in the college culture

The narrative responses to some standards include Action Plans for improvement. More comprehensive long-term plans that emerged from the self-evaluation process are conveyed in the Quality Focus Essay (QFE). WHC Coalinga identified two QFE Action Projects each with subsets of plans to improve. Some items identified on the QFE forums listed have begun to be addressed. Examples of those currently underway are as follows:

- Budget Resource committee meeting with faculty Learning Areas to provide information on the budget priority process, lists and results
- Updating curriculum inventory at CCCCO
- eLumen implementation
- Outcomes for student services
- BoardDocs training and implementation.

A self-aware institution embraces institutional effectiveness as a systematic method to review processes and efficiency through multiple venues called participatory governance. This happens as a result of program review, planning for improvements through strategic and master planning in addition to measuring and improving student learning through the outcomes and assessment process. West Hills College Coalinga accomplishes these tasks as a small rural college in the central San Joaquin Valley the same way a large metropolitan college does – through dedicated staff who are sustained and guided by a knowledgeable and supportive administrative team and President.