



Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation



Submitted by

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

to

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

July 2023

Certification

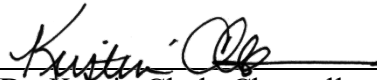

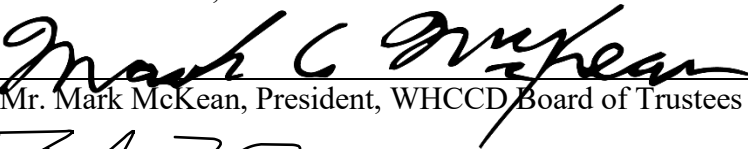
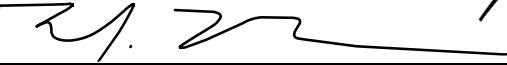

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Carla Tweed, President
West Hills College Coalinga
300 Cherry Lane, Coalinga, CA

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 Dr. Kristin Clark, Chancellor	06/27/2023 Date
 Dr. Carla Tweed, President	06/27/2023 Date
 Mr. Mark McKean, President, WHCCD Board of Trustees	06/27/2023 Date
 Mr. Matt Magnuson, President, Academic Senate	07/07/2023 Date
Darrien Alexander Ms. Darrien Alexander, President, CSEA	7/10/2023 Date
Jalysa Nodal Ms. Jalysa Nodal, President, ASB	7/10/2023 Date
 Dr. Sam Aunai, Accreditation Liaison Officer	7/25/23 Date

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A. Introduction

This section provides an overview of West Hills College Coalinga; including its mission, vision, and goals; history; service area profile; and student profile. Student data is disaggregated by the various populations served by West Hills College Coalinga.

Mission

West Hills College Coalinga inspires all learners to recognize their potential and achieve their goals through the delivery of high-quality academic instruction, programs, and support services. The college fosters equity and economic mobility by providing the environment to think critically, communicate effectively, and develop leadership skills to support our diverse communities.

Vision

West Hills College Coalinga will provide a vibrant learning environment that delivers on our commitment to the “relentless pursuit of student success.”

Core Values

- Connectedness and Engagement
- Nurturing Success Holistically
- Focus and Direction

Strategic Objectives

1. Provide high quality teaching and learning opportunities aligned with intentional, well-communicated pathways that reduce student costs, expand student access, accelerate success, and increase completion.
2. Eliminate/reduce equity and achievement gaps.
3. Provide integrated, holistic services that support affordability, student basic needs, student success, and completion.
4. Foster campus and community engagement that promotes exemplary learning and working environments.
5. Continue to build institutional efficiency and effectiveness.

College History

West Hills College Coalinga is part of the West Hills Community College District and has a rich history of serving the educational needs of the west side of the San Joaquin Valley. The college campus sits on 40 acres on Cherry Lane in Coalinga, CA, runs Farm of the Future in Coalinga, and operates the WHCC Firebaugh Center in Firebaugh. The district traces its roots back to 1932, when the Coalinga Extension Center of 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 on Cherry Lane in Coalinga. In 1961, the school separated from the high school district and, in 1969, became known as West Hills College. In 1963 the college expanded its reach into the surrounding communities, including Tranquility, Firebaugh, and Mendota. In 1971, an

education center was opened in Firebaugh. In 1998, a \$19.5 million bond measure, Measure G, passed to fund the building of the college and remodeling at both the Coalinga and Firebaugh campuses.

In 2001, the Allen family donated 213 acres in Coalinga to the college where the Farm of the Future is located. Voters passed Measure C in 2008, which benefitted West Hills College Coalinga and provided \$11.6 million in funds to build new agriculture facilities at the Farm of Future and modernize several campus buildings. Also, Measure Q, an \$11.8 million measure, was passed in 2008, to provide funds for the Firebaugh Center. In 2022, a new 41,263 square-foot building was opened to serve students attending the Firebaugh Center. The building houses a Fresno County library branch and field office for the California Department of Food and Agriculture and replaced the last 11,764 square-foot center.

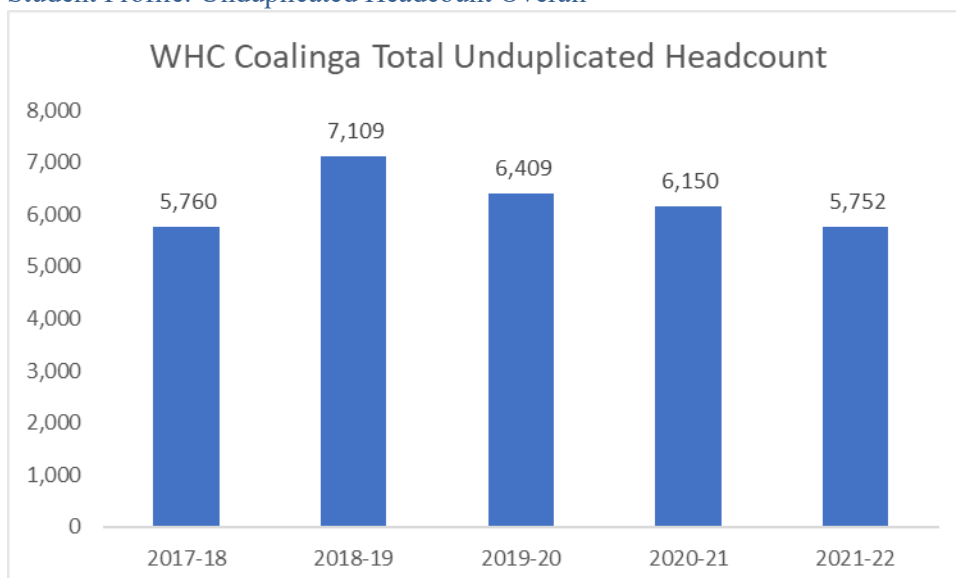
West Hills College Coalinga inspires all learners to recognize their potential and achieve their goals through the delivery of high-quality academic instruction, programs, and support services. The college fosters equity and economic mobility by providing the environment to think critically, communicate effectively, and develop leadership skills to support its diverse communities. The college serves the communities of Avenal, Cantua Creek, Coalinga, Dos Palos, Firebaugh, Huron, Mendota, San Joaquin, Three Rocks, and Tranquility.

Student Enrollment Data

The charts and tables below include a summary of the student populations served by West Hills College Coalinga, including disaggregation by race/ethnicity, gender, age, and first-generation status. West Hills College Coalinga is proud of its diverse student population and is a federally recognized Hispanic Serving Institution (HSI).

West Hills College Coalinga serves 5,700 to 7,000 students annually. Enrollment peaked in 2018-19. Mirroring statewide and national trends, enrollment has declined in the past several years, due in part to the impact of the Covid-19 pandemic.

Student Profile: Unduplicated Headcount Overall



Student Profile: Student Segments

West Hills College Coalinga serves a diverse student population which includes distinct student segments with unique goals and support needs:

- **High School Dual Enrollment Students** – referred to throughout this document simply as “Dual Enrollment.” This group includes students enrolled in college classes offered on high school campuses during regular high school hours part of College and Career Access Partnership (CCAP) agreements with high school districts in the service area, as well as “concurrent enrollment” students, typically enrolling in a limited number of classes outside of high school hours.
- **Inmate Education Students** – Rising Scholars Program. Students enrolled in one or more sections offered primarily at Avenal State Prison and Pleasant Valley State Prison. Courses have also been offered at the Mendota Federal Correctional Institute.
- **Open Admission Students** – This group makes up the core of WHC Coalinga’s student population and includes both traditional aged college students as well as older, post-traditional, students. Students from this population may be taking classes at the WHC Coalinga campus, at the Firebaugh Center, online, or a combination of the three.

The following sections may focus on one or more of these student segments where the distinction is applicable.

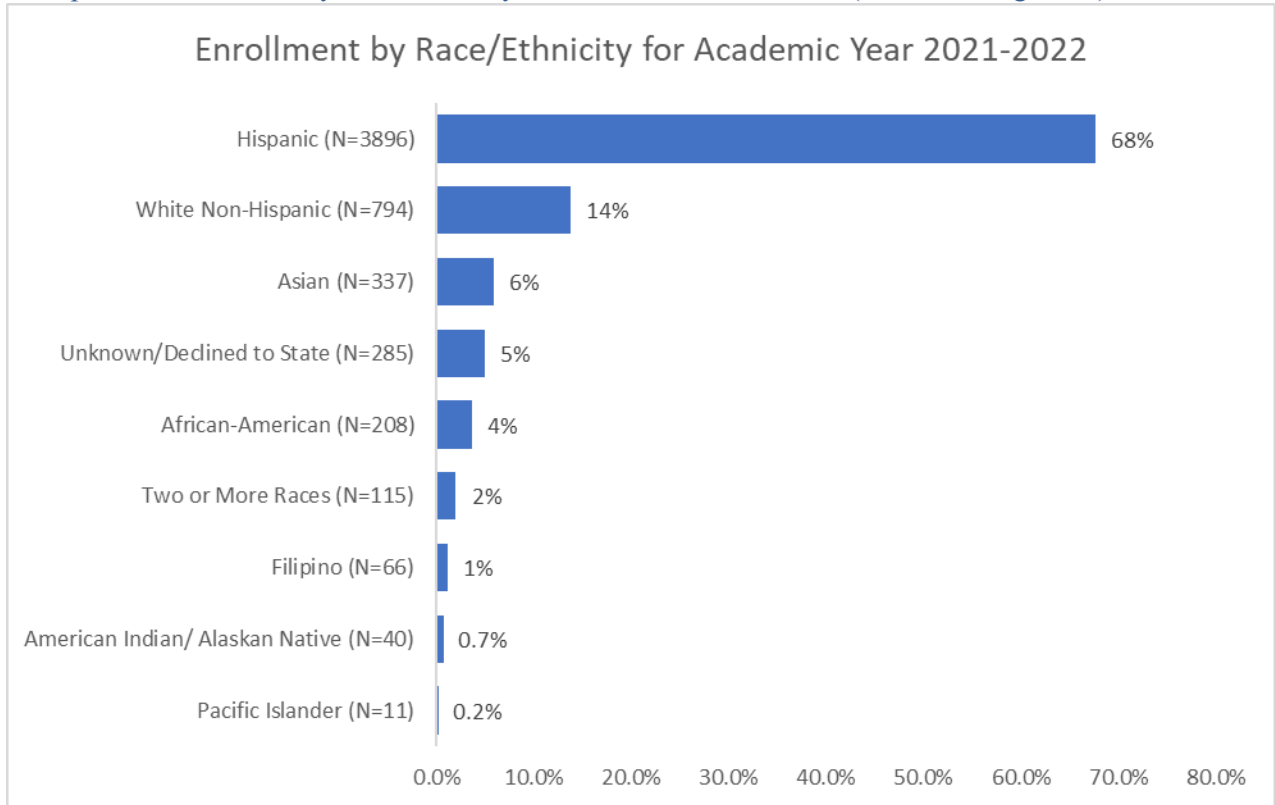
College Unduplicated Headcount Overall and Percentage of Unduplicated Headcount by Student Segment for Academic Years 2017-18 through 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22
WHCC Total Unduplicated Headcount	5,760	7,112	6,410	6,152	5,755
Dual Enrollment Students	27.9%	37.7%	31.7%	33.9%	37.3%
Inmate Education Students	6.6%	6.6%	8.9%	8.6%	9.6%
Open Admission: Coalinga + Firebaugh	65.5%	55.7%	59.3%	57.6%	53.0%

Student Profile: Race/Ethnicity

Hispanic/Latinx students make up the largest, and growing, segment of the open admission student population at 71%. White students are the next largest group at 14.8%, down from 18% in 2017-18. Black/African-American students consistently make up the third largest segment at 5-6% of Open Admissions students (primarily Coalinga Campus).

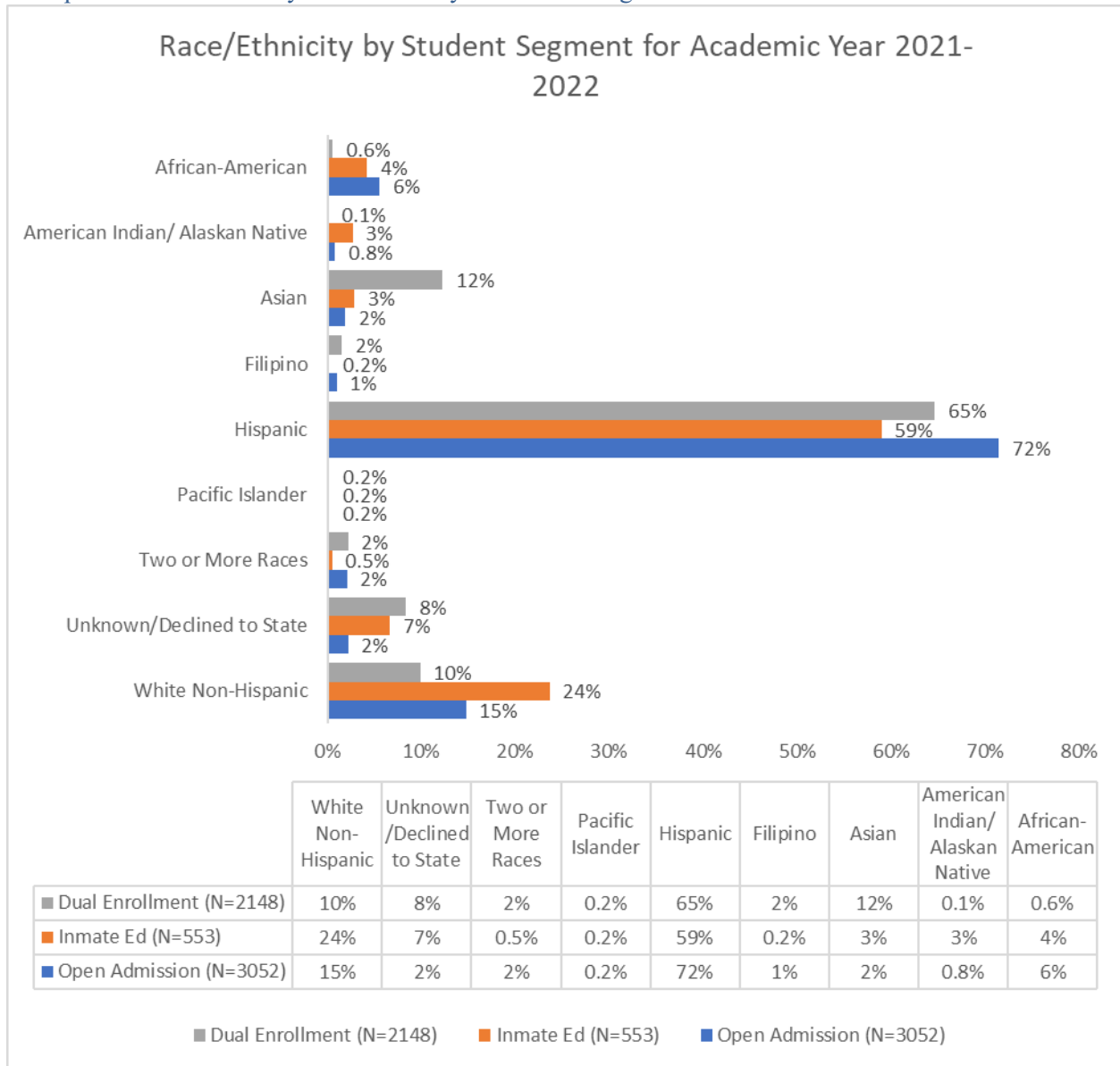
Unduplicated Headcount by Race/Ethnicity in Academic Year 2021-22 (all student segments)



Unduplicated Headcount Overall by Race/Ethnicity (all student segments)

Overall	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	5,760	7,109	6,409	6,150	5,752
African-American	4%	4%	4%	3%	4%
American Indian/ Alaskan Native	0.4%	0.4%	0.7%	0.7%	0.7%
Asian	4%	6%	6%	7%	6%
Filipino	1%	1%	1%	2%	1%
Hispanic	70%	67%	67%	67%	68%
Pacific Islander	0.3%	0.2%	0.3%	0.3%	0.2%
White Non-Hispanic	17%	17%	14%	15%	14%
Two or More Races	2%	2%	2%	2%	2%
Unknown/Dedined to State	2%	2%	5%	4%	5%

Unduplicated Headcount by Race/Ethnicity for Student Segments in Academic Year 2021-22



Comparison of Student and Employee Race/Ethnicity

Employee demographics vary considerably between job classification. While a majority of faculty (both full-time and adjunct) identify as white, part-time faculty are considerably more diverse, with 47% of the college's 116 adjunct faculty in 2021-22 identifying as a race/ethnicity other than White, compared to just 24% of full-time faculty.

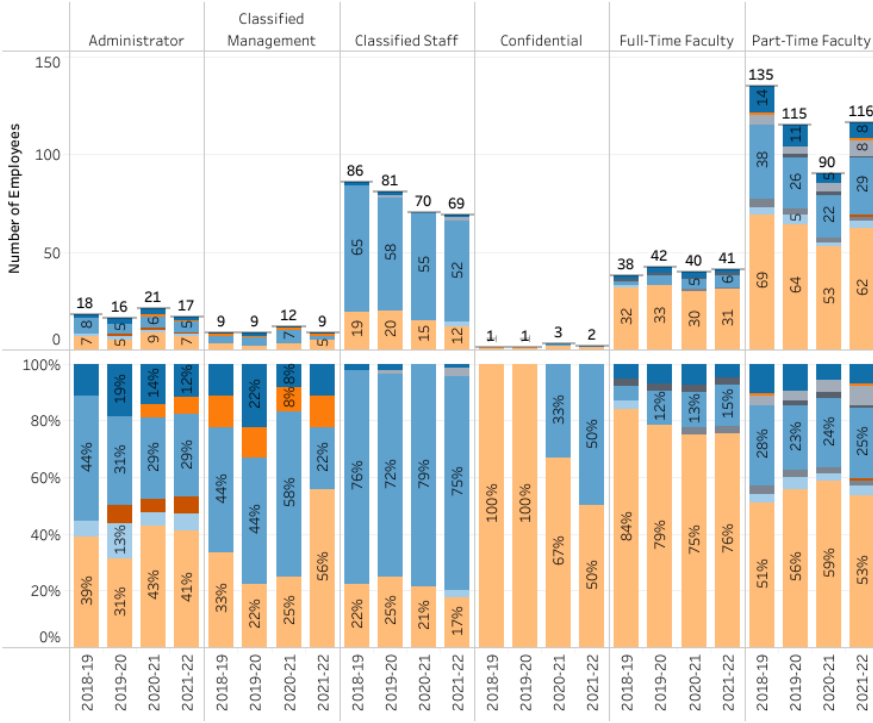
No single race/ethnicity makes up a majority of administration and management, though at 41% White, the college's administrative staff does not reflect the demographics of the student population. Classified staff most closely mirror WHCC students in terms of race/ethnicity, with 75% identifying as Hispanic/Latinx, closely aligning to 71% of students.

West Hills Employee Demographics: WHC Coalinga Locations by Ethnicity



Academic Years in Selection: 2018-19, 2019-20, 2020-21 and 1 more

Close Filter Options



The following are available options for refining data to meet the needs of the EEO committee or any other interested users. Click "revert" on the upper left toolbar to reset current settings.

- Location**
- Districtwide
 - District Office
 - WHC Coalinga Locations
 - WHC Lemoore Locations
 - CDC Employees Districtwide

- Disaggregation:**
- Ethnicity
 - Gender
 - Age Group

- Disaggregate by Employee Rol..**
- Overall of Selected Roles
 - Selected Roles Individually

- Role**
- Administrator
 - Classified Management
 - Classified Staff
 - Confidential
 - Full-Time Faculty
 - Part-Time Faculty

- Include/Exclude Child Develop..**
- Include CDC
 - Exclude CDC

- Timeframe Options:**
- By Academic Year
 - Overall Selected Academic ..
 - Most Recent Academic Yea..

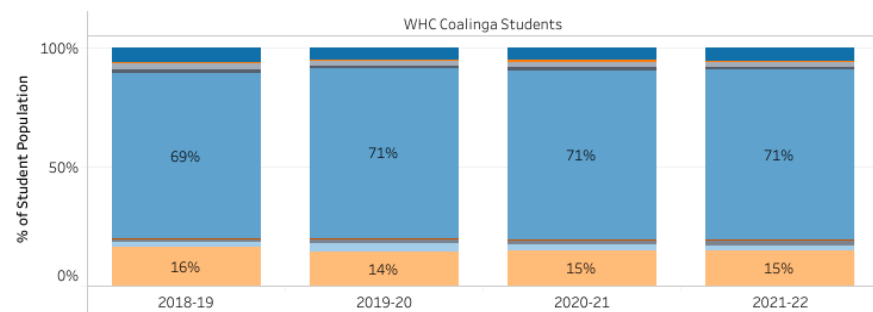
Employee Chart Legend:

- African-American
- American Indian/ Alaskan Native
- Asian
- Filipino
- Hispanic
- Pacific Islander
- Two or More Races
- Unknown/Declined to State
- White Non-Hispanic

Student Chart Legend:

- African-American
- American Indian/ Alaskan Native
- Asian
- Filipino
- Hispanic
- Pacific Islander
- Two or More Races
- Unknown/Declined to State
- White Non-Hispanic

Student Population Benchmark for Ethnicity



Academic Year
Multiple values

Data last refreshed at 6/13/2022 10:25:09 AM

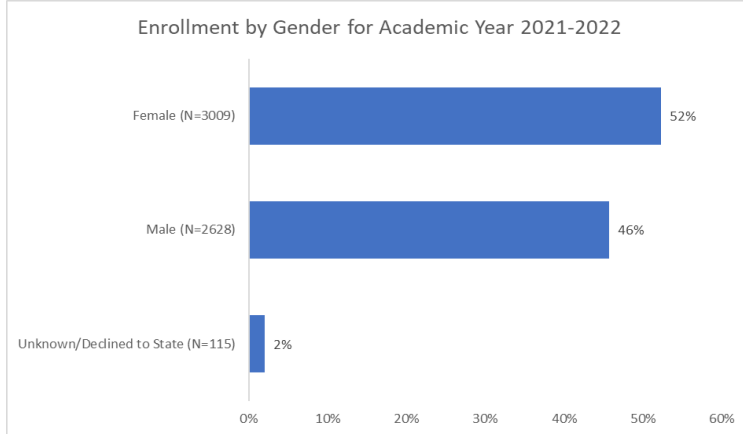
Click button to export employee or student data as a crosstab. CSV is recommended.

Screenshot from WHCCD EEO Committee Dashboard

Student Profile: Gender

The majority of both the college overall and open admission student population is female, with more than 60% of the student body identifying as female in a typical year.

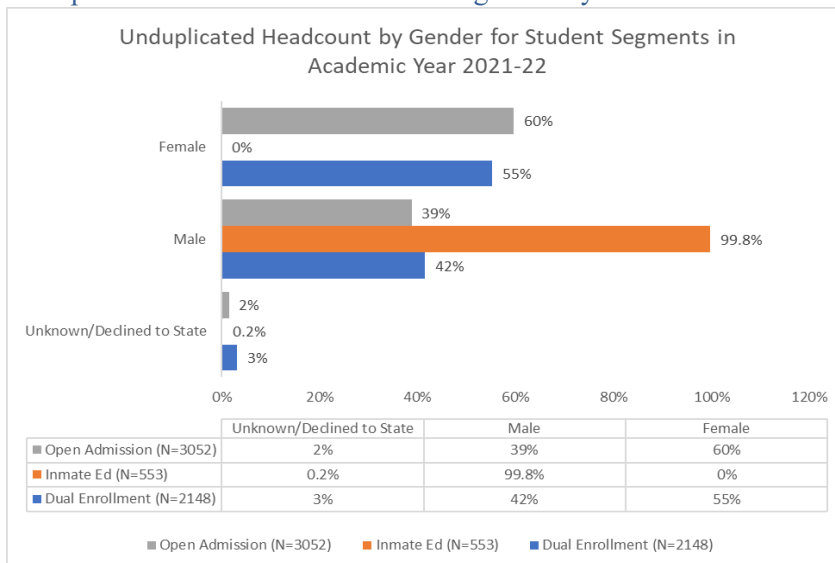
Unduplicated Headcount by Gender in Academic Year 2021-22 (all student segments)



Unduplicated Headcount by Gender (all student segments)

Gender	2017-18	2018-19	2019-20	2020-21	2021-22
Student Total: Overall	5,760	7,109	6,409	6,150	5,752
Female	57%	55%	53%	56%	52%
Male	41%	43%	44%	42%	46%
Unknown/Declined to State	2%	3%	3%	2%	2%

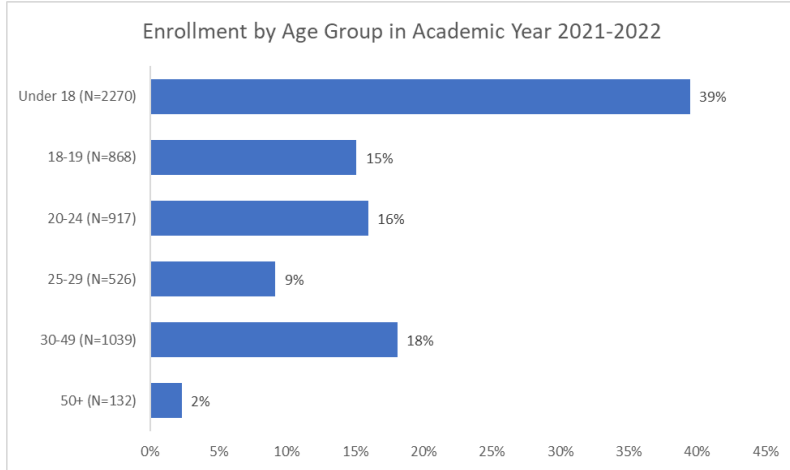
Unduplicated Headcount for Student Segments by Gender in Academic Year 2021-22



Student Profile: Age

Due to the large proportion of dual enrollment students, nearly 40% of the college's overall student population is under 18 years of age in 2021-22. Another 15% were between the ages of 18-19. The next largest age group at 18% is students between 30-49 years old, which has been a relatively consistent proportion of the overall population over the past five years.

Unduplicated Headcount by Age Group in Academic Year 2021-22 (all student segments)



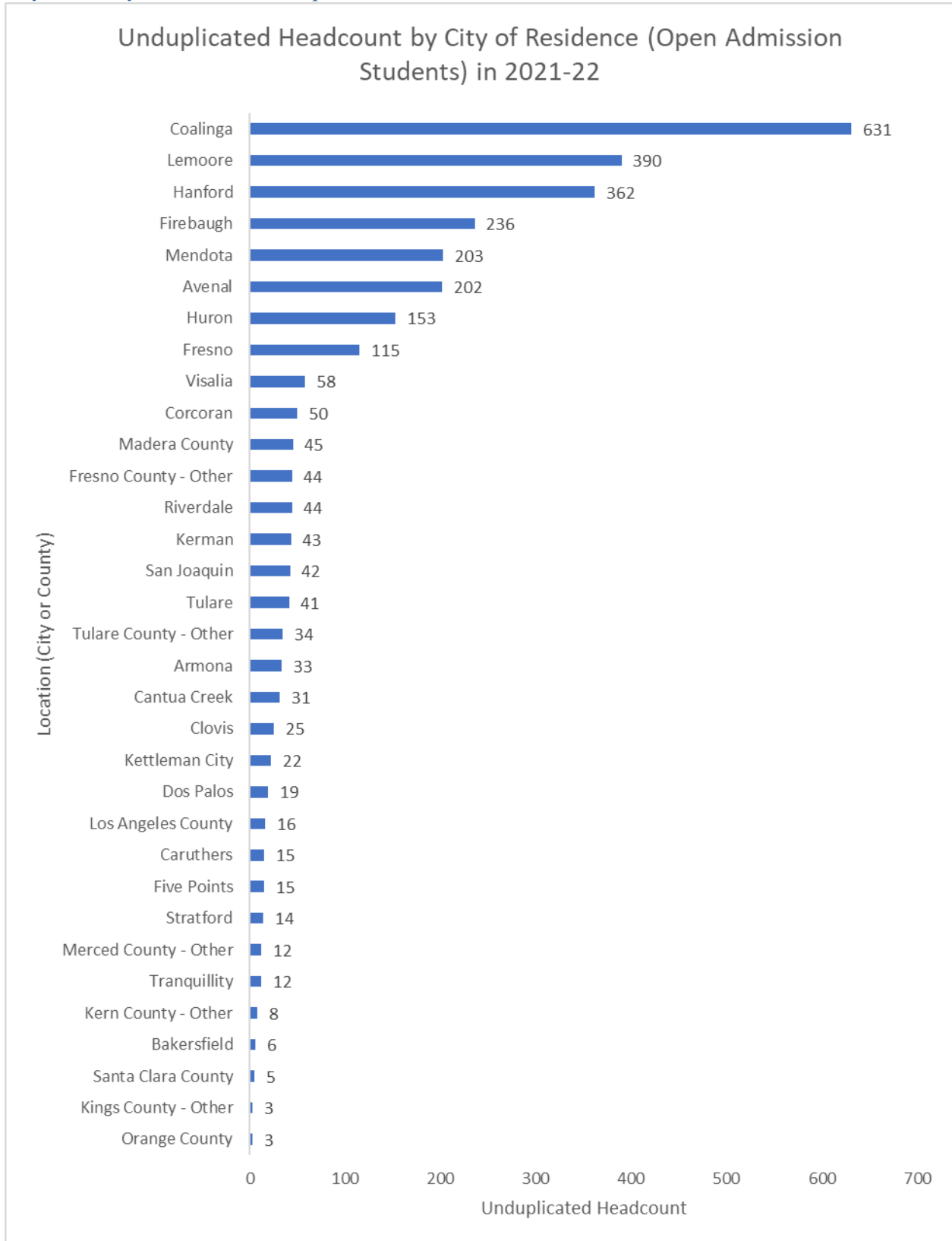
Unduplicated Headcount by Age Group (all student segments)

Disaggregation	2017-18	2018-19	2019-20	2020-21	2021-22
Student Total: Overall	5,760	7,109	6,409	6,150	5,752
Under 18	30%	39%	34%	36%	39%
18-19	18%	16%	17%	15%	15%
20-24	22%	18%	19%	18%	16%
25-29	12%	10%	10%	11%	9%
30-49	17%	15%	18%	18%	18%
50+	2%	2%	2%	2%	2%

Student Profile: Headcount by City of Residence

This table presents the number of Open Admission students enrolled at WHC Coalinga by city of residence. The majority of WHC Coalinga’s Open Admission students come from the communities of Coalinga, Lemoore, Hanford, and Firebaugh. The overwhelming majority of Hanford and Lemoore students are likely enrolled primarily at West Hills College Lemoore and are taking one or more online classes through Coalinga.

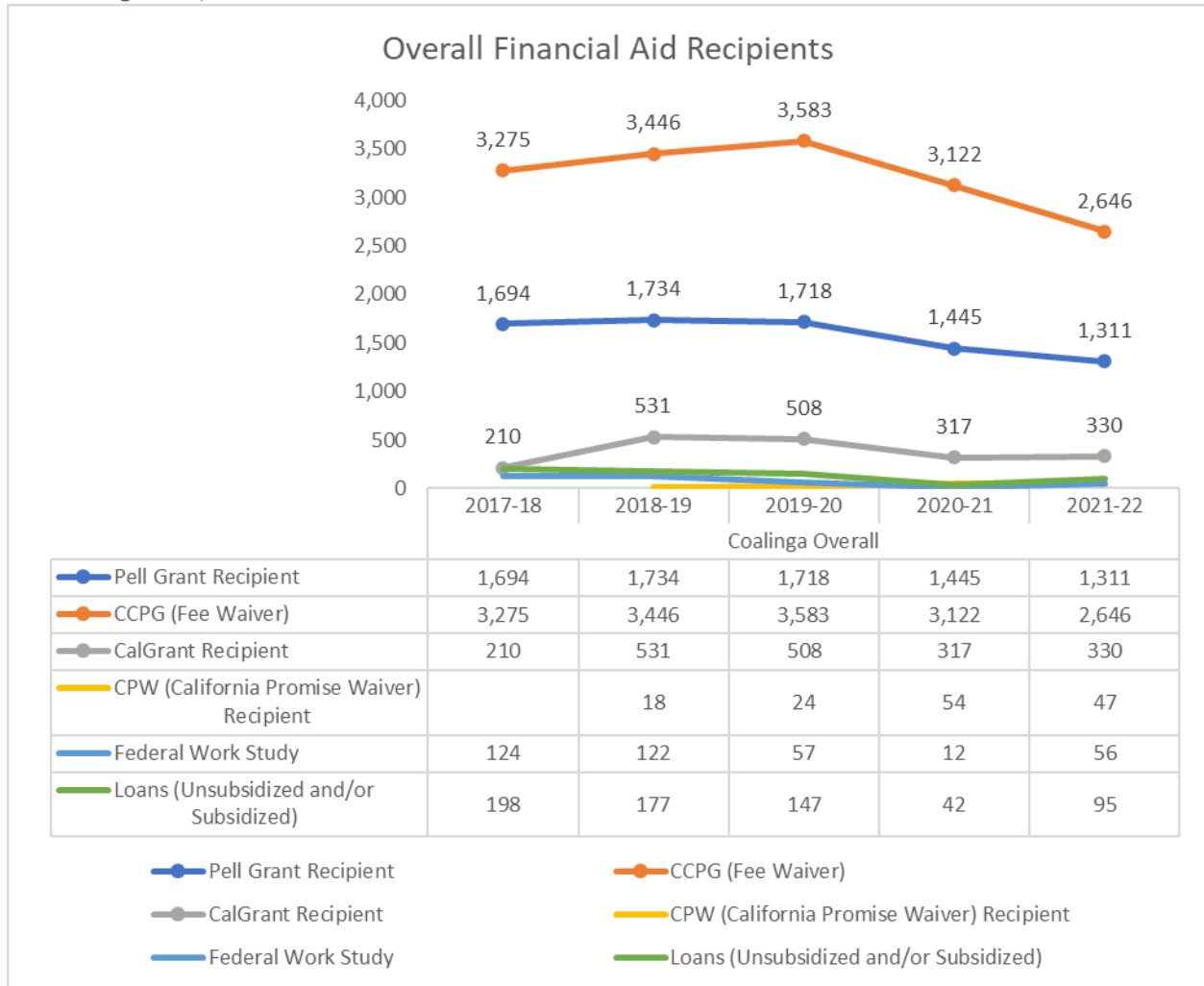
City or County of Residence for Open Admission Students



Student Profile: Students Receiving Financial Aid by Award Type

A majority of WHC Coalinga’s students receive some sort of financial aid. Most notably, 46% of enrolled students (n=2,646) received the California College Promise Grant in 2021-22, with 23% (n=1,311) receiving a Federal Pell grant. Overall, the past two years have seen a decline in the number of students receiving Pell and CCPG (California College Promise Grant – Fee Waiver) since its high point in 2019-20.

Unduplicated Headcounts by Financial Aid Received in Academic Year for 2017-18 through 2021-22 (all student segments)

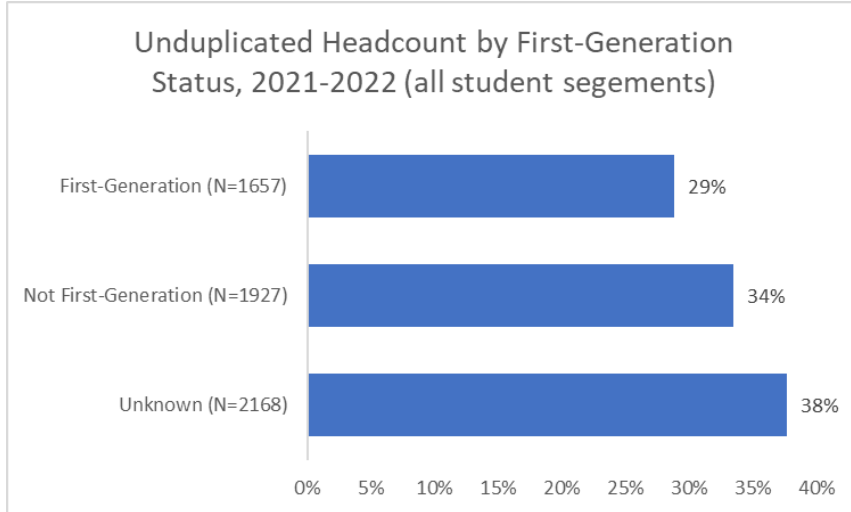


Note: The categories on the table above are not mutually exclusive as students often receive multiple forms of financial aid.

Student Profile: First Generation Status

First generation students (those whose parent(s) and/or guardian(s) highest level of education does not include having attended college) comprise close to one-third of the overall college population. A significant portion of students are classified as unknown due to the lack of data on one or both parents/guardians.

Unduplicated Headcount by First Generation Status in Academic Year 2021-22 (all student segments)

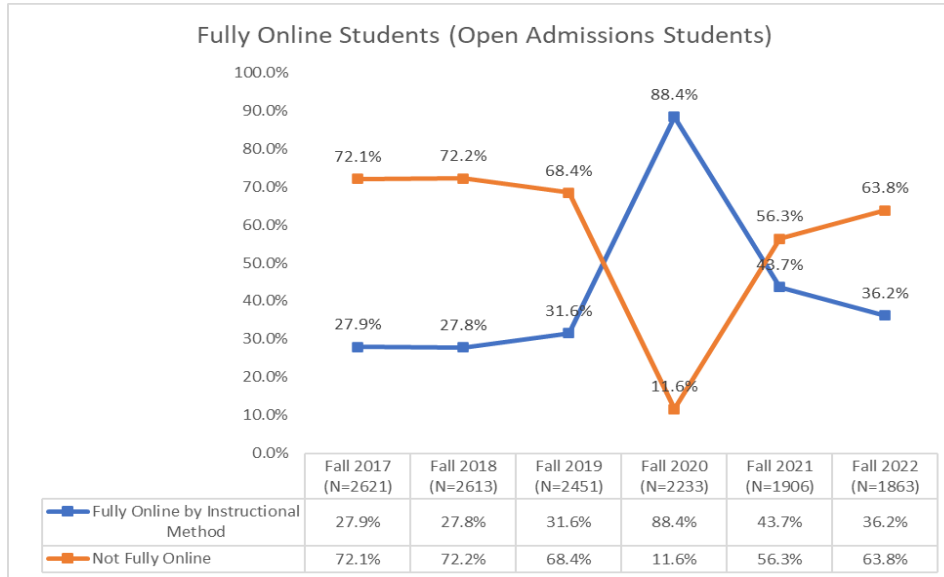


Student Profile: Enrollment Patterns

Fully Online Students

Due to the necessity of online and remote instruction during the Covid-19 Pandemic, the proportion of fully online students in Fall 2020 was approximately three times that of prior fall semesters. It was with the widespread return to on-campus instruction in 2021-22, this percentage declined by 44% percentage-points, but still remains roughly 5-8% higher than in the years prior to the pandemic.

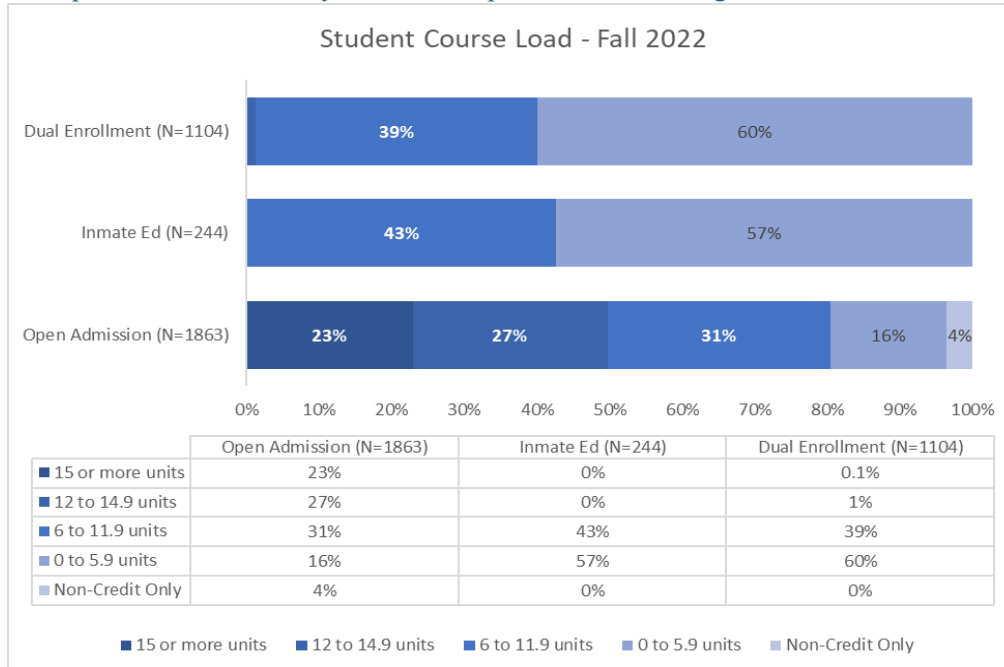
Unduplicated Headcount Enrolled 100% in Online Sections for Fall Semesters (Open Admissions Students)



Units Attempted

In Fall 2022, 50% of Open Admission Students were enrolled full-time (12 or more units attempted). Forty percent of dual enrollment students are enrolled full-time.

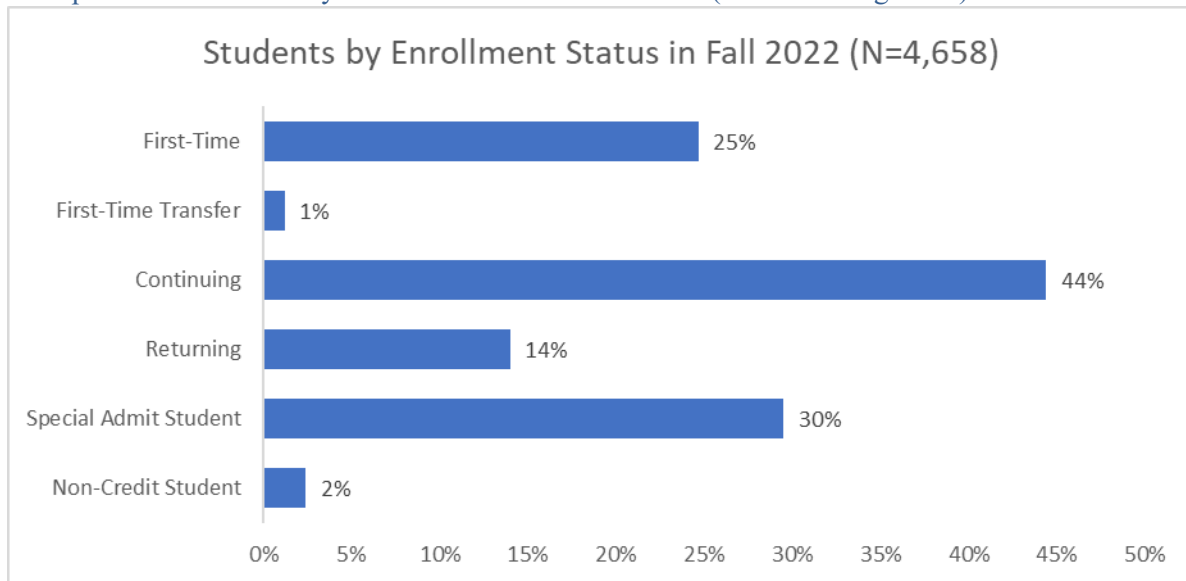
Unduplicated Headcount by Units Attempted for Student Segments in Fall 2022



Enrollment Status

Enrollment status, while redefined more broadly into student segments, provides another level of granularity to examine students' academic journeys, particularly for open admission students. Out Twenty-five percent of open admission students in Fall 2022 were first-time (first college enrolled after high school), 1% first-time with transfer credits from another institution, 44% were continuing from the prior primary semester (Spring 2021), and 14% were returning students (previously enrolled students who stopped out for one or more primary semesters). Special Admit (Dual Enrollment) students accounted for 30% of WHC Coalinga's Fall 2022 headcount.

Unduplicated Headcount by Enrollment Status in Fall 2022 (all student segments)



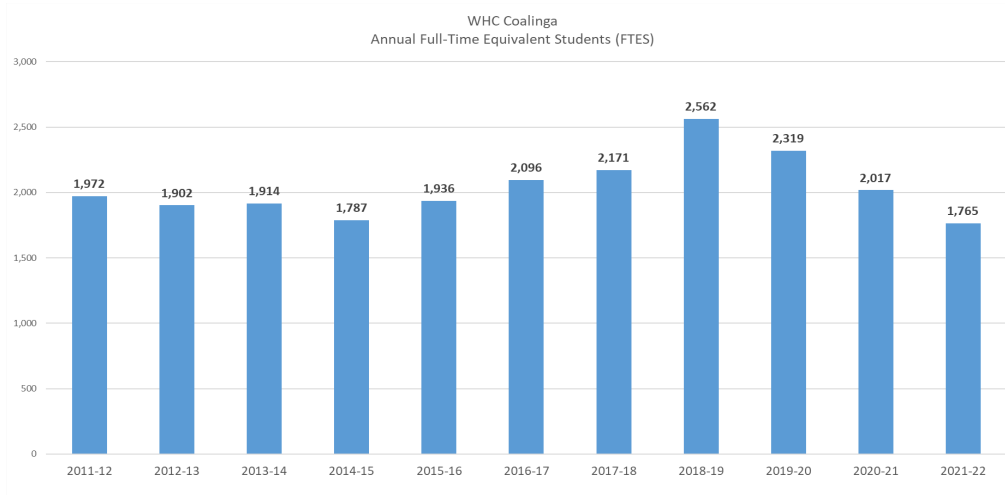
Enrollment and FTES Data

FTES Overall and by Student Segment

Full-Time Equivalent Students (FTES) provide a convenient, standardized measure of student enrollment, with FTES based on 525 hours of in-class time, the equivalent to a student enrolled in 15 units of lecture classes for two semesters. FTES also ties directly to the college's fiscal position, as approximately 70% of districts' funding under California's Student-Centered Funding Formula (SCFF) is based on FTES. The remainder is based on counts of students receiving financial aid and certain milestones, such as math and English completion and degree and certificate completion. Enrollments (duplicated headcount), while correlated with FTES, provides a simple count of the number of seats filled in classes at census. This is particularly helpful when disaggregating by dimensions of course offerings such as modality, course subject, and/or the three subpopulations by admissions type.

FTES for WHC Coalinga peaked during the 2018-19 academic year, with a total of 2,562 FTES. As a result of the Covid-19 Pandemic and associated enrollment challenges, this total declined to 1,765 for 2021-22. During this time, the largest drop in FTES has occurred among students taking at least a portion of their courses on campus (down nearly 400 FTES from 2018-19), while the FTES generated from fully online students has increased to 424 in 2021-

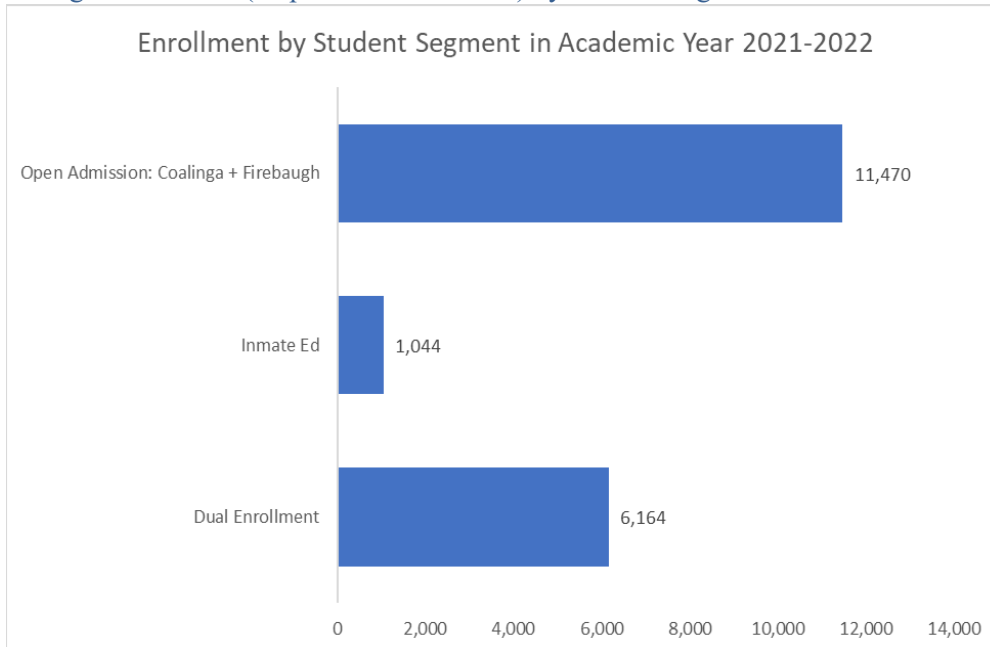
22. In the past decade, FTES generated by High School Special Admissions Students (Dual Enrollment) has increased sevenfold, going from 67 FTES in 2011-12 to 483 in 2021-22. Inmate education has grown since its inception in 2015-16 and in 2021-22 accounted for 6% (112 FTES) of the college's total FTES generated.



Enrollment by Student Segment

While overall enrollment at WHC Coalinga has declined in the past several years, dropping by roughly 5,800 annual enrollments from its high point, open admission students continue to make up the largest portion of enrollments at WHC Coalinga (11,470 in 2021-22), nearly two times the portion of dual enrollment (6,164).

College Enrollment (Duplicated Headcount) by Student Segment for Academic Year 2021-22



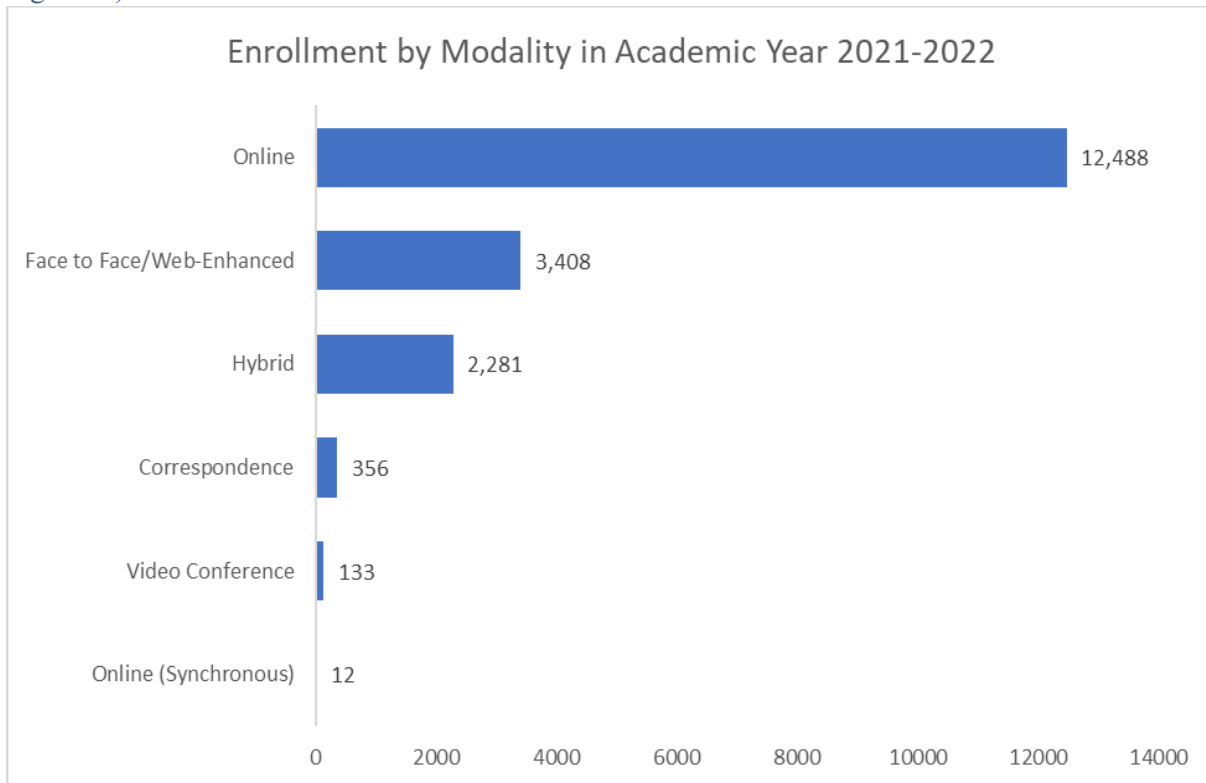
College Enrollment (Duplicated Headcount) Overall and by Student Segment for Academic Years 2017-18 through 2021-22

Student Segment	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	20,678	24,432	22,404	19,814	18,678
Dual Enrollment	4,290	6,578	5,363	6,474	6,164
Inmate Ed	577	1,399	1,624	1,151	1,044
Open Admission: Coalinga + Firebaugh	15,811	16,455	15,417	12,189	11,470

Enrollment by Modality

Changing trends in student preferences as well as the nationwide decline in college enrollment post-pandemic is especially apparent when examining enrollment by modality (instructional method) Overall, WHC Coalinga had 35% higher enrollment (duplicated headcount) in online classes in 2021-22 compared to 2017-18. This represents a considerable decrease from the prior year’s high of over 17,000 online enrollments. While the year 2021-22 represented a return to in-person instruction, the number of face-to-face enrollments remained at less than half the number of face-to-face enrollments four years prior. At the same time, enrollment in hybrid classes reached an all-time high of 2,281 in the 2021-22 academic year.

College Enrollment (Duplicated Headcount) by Modality for Academic Year 2021-22 (all student segments)



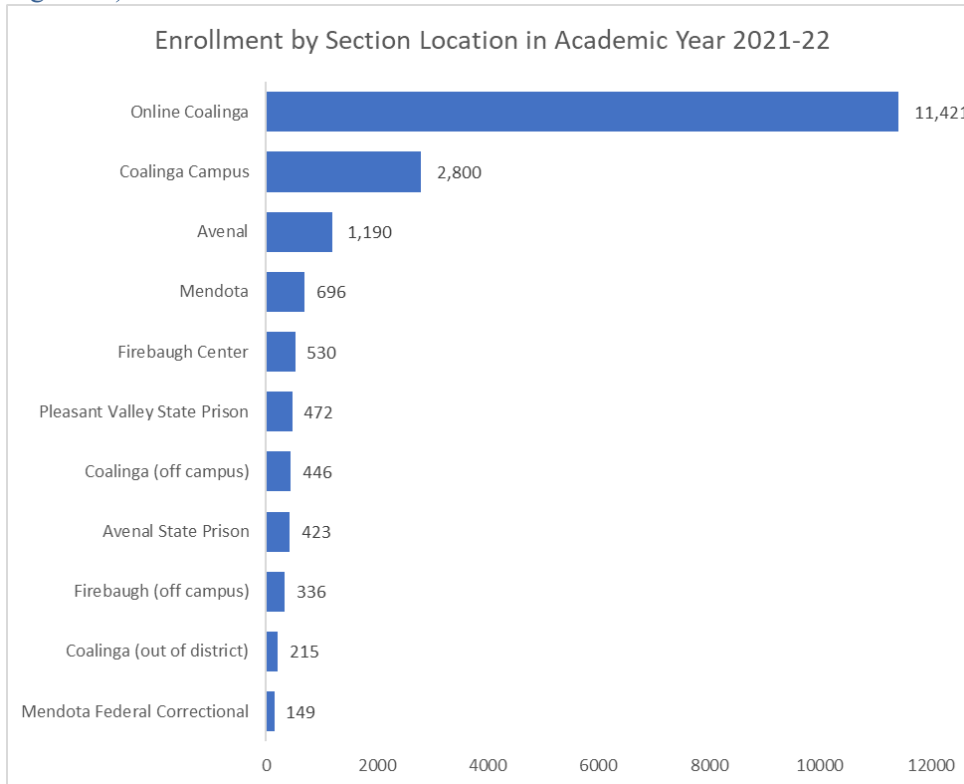
College Enrollment (Duplicated Headcount) Overall and by Modality for Academic Years 2017-18 through 2021-22

Modality	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	20,678	24,432	22,404	19,814	18,678
Online	9,272	12,470	11,283	17,599	12,488
Face to Face/Web-Enhanced	8,463	9,316	9,113	467	3,408
Hybrid	1,697	1,541	1,741	540	2,281
Online (Synchronous)	0	0	0	187	12
Video Conference	1,245	1,105	267	0	133
Correspondence	0	0	0	1,021	356

Enrollment by Section Location

The section location indicates the scheduled location for the college's offering. The number of section locations for is diverse and reflective of the college's key student segments with locations at three prisons (2 state and 1 federal), several high schools, contract education; in addition to the main locations for Online Coalinga, Coalinga Campus, and the Firebaugh Center. In the academic year 2021-22, while some locations have seen growth, particularly at high schools, most have not recovered to pre-COVID-19 pandemic levels.

College Enrollment (Duplicated Headcount) by Section Location for Academic Year 2021-22 (all student segments)



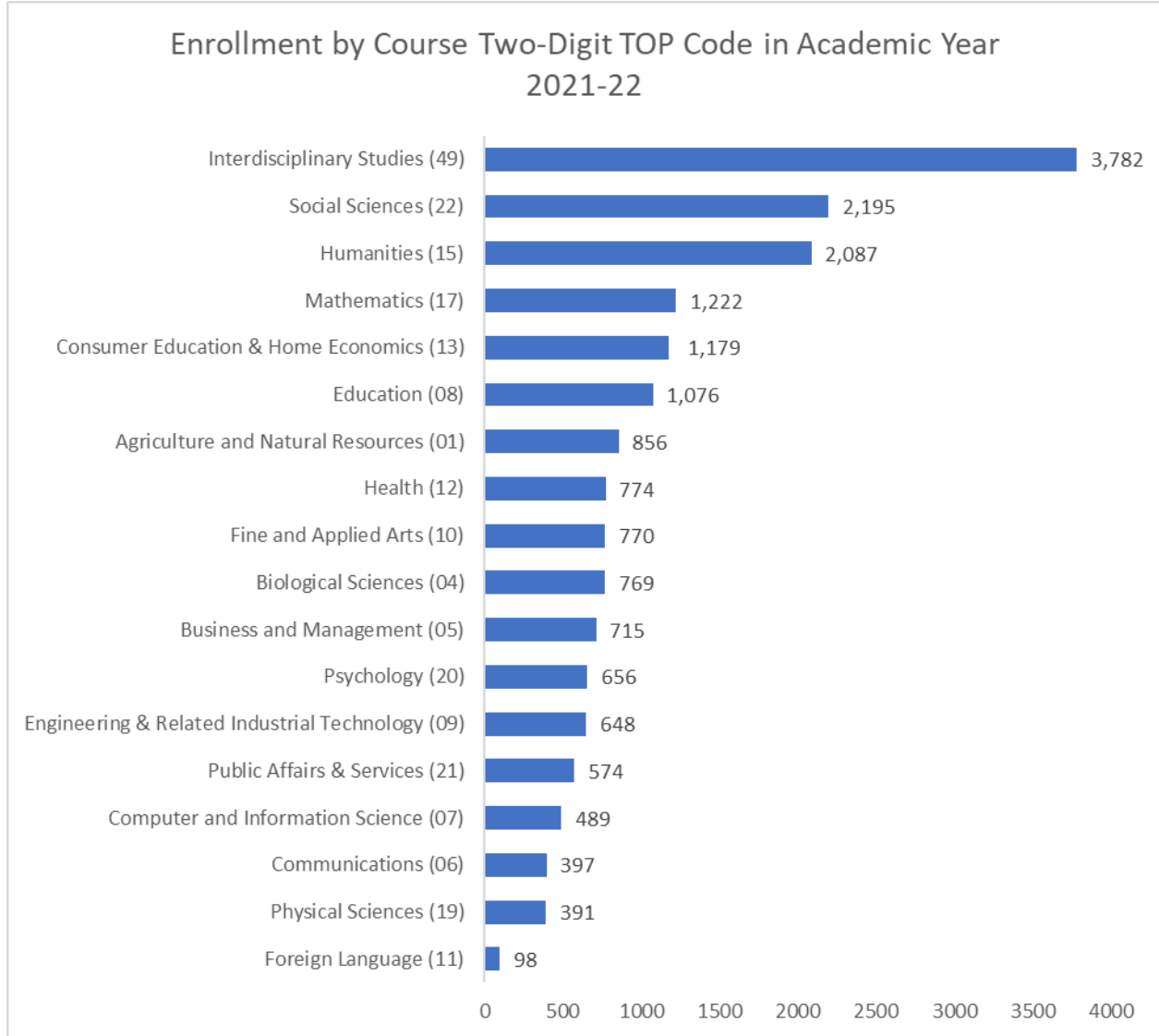
College Enrollment (Duplicated Headcount) Overall and Section Location for Academic Years 2017-18 through 2021-22

Modality	2017-18	2018-19	2019-20	2020-21	2021-22
Overall WHCC Enrollments	20,678	24,432	22,404	19,814	18,678
Avenal	745	944	1231	1288	1190
Avenal State Prison	276	893	940	600	423
Coalinga (off campus)	87	15	18	52	446
Coalinga (out of district)	229	113	141	176	215
Coalinga Campus	7467	7089	5919	623	2800
Firebaugh (off campus)	27	12	52	178	336
Firebaugh Center	2195	1956	1676	19	530
Huron	0	26	21	0	0
Lemoore Campus	0	10	0	0	0
Mendota	245	485	580	742	696
Mendota Federal Correctional	58	0	106	0	149
Online Coalinga	9,085	12,357	11,142	15,585	11,421
Pleasant Valley State Prison	243	506	578	551	472
Tranquillity	21	26	0	0	0

Enrollment by Discipline (Two-Digit TOP Code)

When college enrollment is disaggregated by the course TOP2 for discipline, Interdisciplinary Studies is the highest enrolled subset of courses at 3,782 enrollments. These courses include NC-100 (Supervised Tutoring, 2,426 enrollments), STUDEV-001 (College Success, 971 enrollments), and STUDEV-002 (Career Planning, 133). The second most enrolled discipline is Social Sciences at 2,195 enrollments. Courses under this TOP2 discipline include POLISCI-001 (American Government, 376 enrollments) and HIST-017B (History of the U.S., 1885-Present, 283 enrollments). Additional information on classifications under Taxonomy of Program (TOP) codes can be found in the [California Community Colleges TOP Code Manual](#).

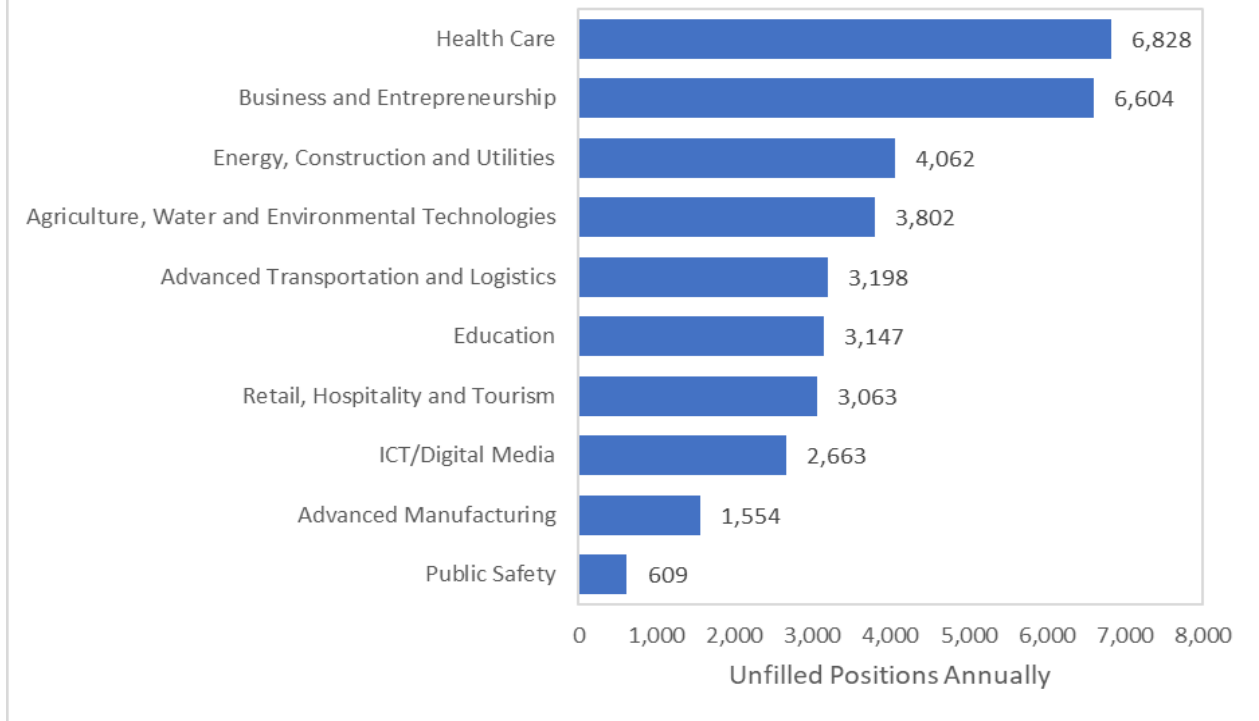
College Enrollment (Duplicated Headcount) by Course Two-Digit TOP Code for Academic Year 2021-22
(all student segments)



Labor Market Data

The labor market sections in the identified region with the highest unmet annual demand are Health Care (6,828 unfilled jobs), Business and Entrepreneurship, Energy, Agriculture, Advanced Transportation, and Education.

Labor Market Sectors in the Region With the Highest Unmet Annual Demand



Labor Market Data for the 2023-2032 WHC Coalinga Education Master Plan was generated by the Central Valley/Mother Lode regional office for the Centers of Excellence for Labor Market Research (<https://coecc.net/region/central-california/>) in June 2022.

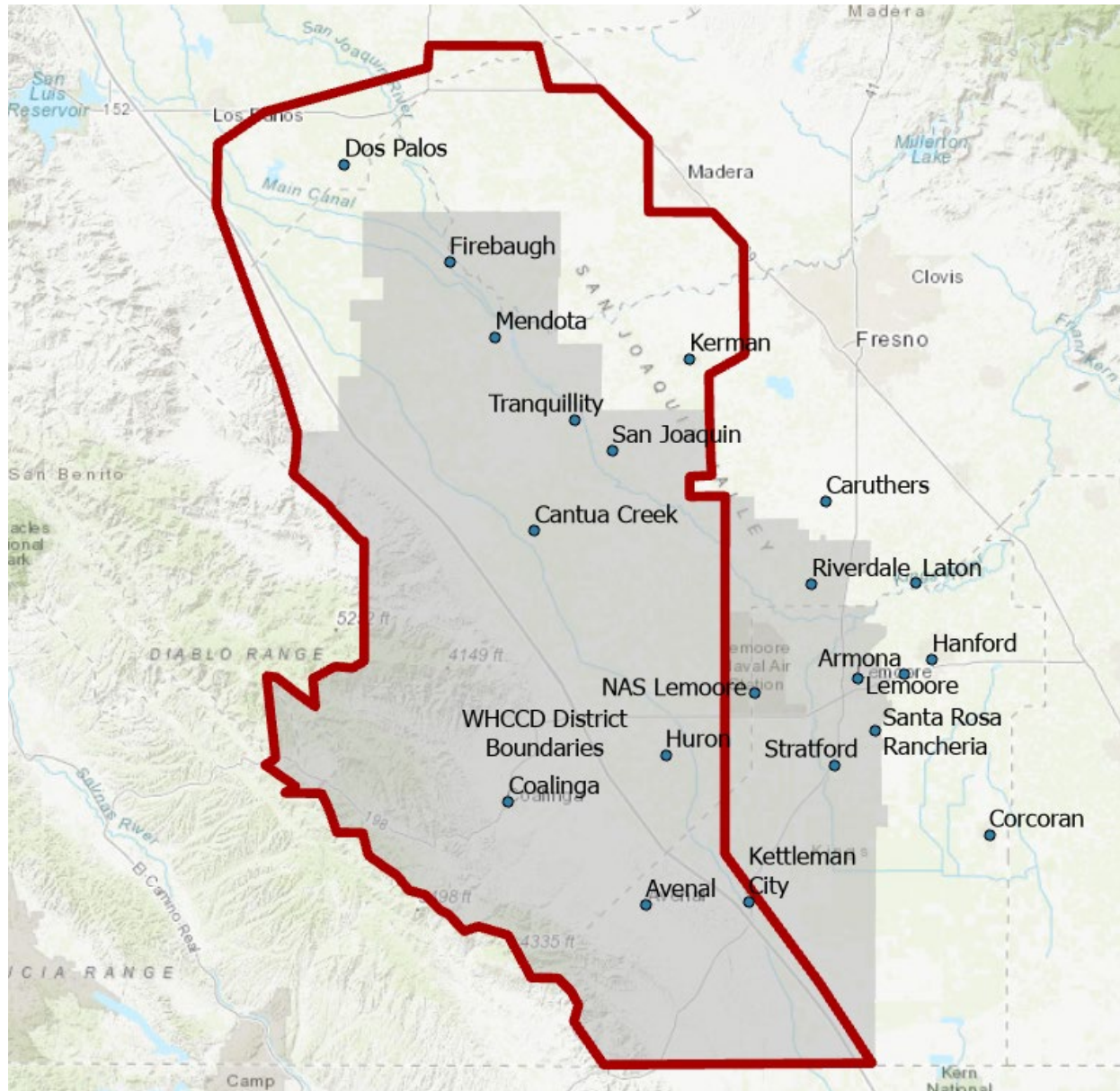
The full report, covering labor market demand for Fresno, Kings, Merced, Madera, and Tulare Counties is available at: <https://www.westhillscollge.com/district/departments/institutional-effectiveness/reports/documents/whc-coalinga-lmi-june-2022.pdf>

Demographic Data

The geographic area and communities served by Coalinga Campus, defined for the purposes of the 2023-2032 Education Master Plan Defined, are entirely within the WHCCD District boundaries and accounts for approximately two-thirds of the district’s 2,922 square miles. This reflects the area from which the majority of WHC Coalinga’s on-campus enrollment is drawn. This area is bounded by Naval Air Station Lemoore to the east, and then cuts slightly east to include Kettleman City and the I-5 corridor down to the district’s southern boundary. The area covering the southwest portion of Kings County (which includes Avenal and Kettleman City) was also included in the service area for West Hills College Lemoore’s 2023-2032 Education Master Plan; as both WHC Coalinga and WHC Lemoore visit Avenal High School for Outreach purposes. Students from these communities often take classes at both West Hills College Lemoore and West Hills College Coalinga. West Hills Coalinga, however, serves Avenal through the high school dual enrollment program and with the Avenal State Prison.

The western border of this region is contiguous with the district’s border, running as far north as approximately Springfield Avenue. The area north of this point is designated as part of the Firebaugh Center Service Area.

WHC Coalinga Service Area with West Hills District Boundaries



Service Area Race/Ethnicity by City/Census Designated Place (CDP) with Service Area Overall, County, and State

The three largest cities in the service area, Coalinga, Kerman, and Avenal range between 59 - 82% Hispanic/Latinx while most smaller communities are 80% or higher Hispanic/Latinx – 30 percentage points higher than the county-wide and state-wide percentage. This speaks to the importance of the college's HSI recognition and how it supports communities across the service area. In most cases, service area demographics closely mirror those of WHC Coalinga's student populations. In the Coalinga Service Area, Hispanic/Latinx students are slightly underrepresented (70% of student population versus 77% of the service area population), and in Firebaugh Hispanic/Latinx students make up a larger portion of the student population when

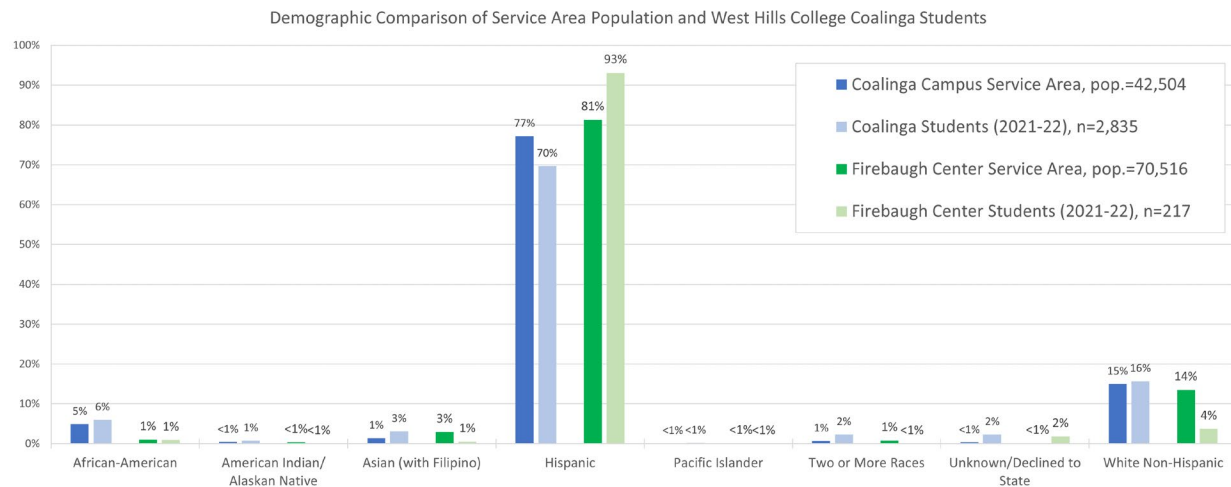
compared to the service area population (93% of students versus 81% of the service area). In the Firebaugh Service Area, white students are underrepresented, accounting for 14% of the service area population, but only 4% of enrolled Firebaugh Center Students in 2021-22.

Locale	Total Population	Hispanic / Latinx	White	Black / African American	American Indian / Alaska Native	Asian	Pacific Islander	Other Race	Two or More Races
Coalinga .Campus Service Area	42,504	77.2%	15%	4.9%	0.4%	1.4%	0.1%	0.4%	0.7%
Firebaugh Center Service Area	70,516	81.3%	13.5%	1%	0.3%	2.9%	0.1%	0.1%	0.8%
Full WHC Coalinga Service Area (Coalinga Campus+Firebaugh Center Service Areas)	112,985	79.8%	14.1%	2.5%	0.3%	2.4%	0.1%	0.2%	0.7%
-	-	-	-	-	-	-	-	-	-
Avenal City	13,047	81.6%	9.5%	6.6%	0.4%	0.6%	0%	0.8%	0.4%
Cantua Creek CDP	486	97.3%	1.4%	0%	0%	1.2%	0%	0%	0%
Coalinga City	16,140	59.3%	28.7%	7.2%	0.6%	2.6%	0.2%	0.3%	1.1%
Dos Palos City	5,390	70.4%	24%	2.7%	0.4%	0.9%	0%	0.1%	1.4%
Dos Palos Y CDP	309	58.9%	36.9%	0.6%	0.3%	1%	0%	0.3%	1.9%
Firebaugh City	7,870	92.1%	6.6%	0.3%	0.2%	0.5%	0%	0.1%	0.2%
Huron City	7,069	97.2%	1.1%	0.4%	0.1%	0.5%	0%	0.1%	0.5%
Kerman City	15,037	75.6%	14.8%	0.3%	0.4%	7.6%	0%	0.2%	1.2%
Kettleman City CDP	1,491	94.6%	4%	0.1%	0%	0.3%	0.2%	0%	0.8%
Mendota City	12,110	97.5%	1.5%	0.2%	0.2%	0.3%	0%	0.1%	0.1%
San Joaquin City	4,178	96.6%	1.9%	0%	0.2%	0.9%	0%	0%	0.4%
South Dos Palos CDP	1,709	82.0%	10.1%	5.9%	0.1%	0.8%	0.3%	0%	0.9%
Three Rocks CDP	205	96.1%	3.9%	0%	0%	0%	0%	0%	0%
Tranquillity CDP	830	85.1%	13.4%	0.2%	0.4%	0.2%	0%	0%	0.7%
-	-	-	-	-	-	-	-	-	-
Fresno County	1,010,4	54.5%	27.6%	4.6%	0.6%	10.3%	0.1%	0.2%	2.1%

Locale	Total Population	Hispanic / Latinx	White	Black / African American	American Indian / Alaska Native	Asian	Pacific Islander	Other Race	Two or More Races
	43								
Kings County	159,109	56.2%	30.1%	6.2%	0.9%	3.7%	0.2%	0.5%	2.3%
-	-	-	-	-	-	-	-	-	-
California	39,476,705	40%	35.5%	5.5%	0.4%	15%	0.4%	0.2%	3.1%

Notes: CDP indicates a “Census Designated Place.” Datasource, ESRI 2021 Population Data.

Service Area to Student Race/Ethnicity



Local/Feeder High School Data

High School Graduates Projections

Within its service area, WHC Coalinga serves seven public high school districts with approximately 1,200 annual graduates.

High School	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*	2022-23*	2023-24*	2024-25*
Avenal High	113	118	130	150	145	102	131	142	170	178	143
Coalinga High (CUHSD)	230	217	228	225	224	229	248	252	256	244	272
Dos Palos High	151	148	149	163	159	130	111	125	139	141	133
Firebaugh High	159	166	159	159	161	152	131	167	127	142	147

High School	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*	2022-23*	2023-24*	2024-25*
Kerman High	268	282	305	318	355	303	323	322	313	323	301
Mendota High	157	164	170	170	189	159	168	177	196	218	211
Tranquillity High	101	106	90	84	116	102	122	105	78	99	87
Grand Total	1,179	1,201	1,231	1,269	1,349	1,177	1,234	1,290	1,280	1,345	1,294

* Projected graduates based on prior year graduation rates and enrollment.

High School Yield Rate: Direct Matriculant to West Hills Post-HS Graduation

The feeder high schools within WHC Coalinga’s service area are a significant source of incoming students each academic year, with 20% of graduates enrolling at WHC Coalinga in the fall term immediately following graduation. Direct enrollment at West Hills following high school graduation varies by feeder school. Coalinga High School, with its proximity to the Coalinga Campus, typically has the highest rate with nearly 70% of the class of 2016 enrolling at WHC Coalinga in the subsequent fall term. Across the service area, these rates have declined from 23% in 2016 to a current rate of 17% for the class of 2021. In the three years prior to Covid, the yield rate was consistently at about 20-23%, but dropped to 15-17% in the two years post-Covid. Dos Palos and Kerman High Schools, both outside of WHCCD’s district boundaries, have yield rates of less than five percent.

Yield rates on this table are further broken down by location, indicating which campus location students from each high school attended for classes. Students in Firebaugh and Mendota were overwhelmingly more likely to attend classes at the Firebaugh Center, though in the most recent year, 11.5% of Firebaugh HS graduates attended classes in Coalinga (either the main campus or online) rather than at the Firebaugh Center; a similar trend is seen among Mendota HS students. This change in enrollment patterns correlates both with the drop in section offerings at the Firebaugh Center pre-Covid, as well as the broader move to online offerings at the college (and statewide) post-Covid.

HS Graduate Yield Rates (WHC Coalinga)	HS Grad Year -> WHC Direct Matric Term							
	High School	Location	2016 -> 2016/FA	2017 -> 2017/FA	2018 -> 2018/FA	2019 -> 2019/FA	2020 -> 2020/FA	2021 -> 2021/FA
Avenal High School	Total		7.8%	20.6%	19.0%	6.9%	19.6%	14.5%
	Coalinga		7.8%	20.6%	19.0%	6.9%	19.6%	14.5%
Coalinga High School	Total		69.9%	69.6%	60.5%	50.2%	38.4%	40.4%
	Coalinga		69.0%	68.8%	60.0%	50.2%	38.4%	40.4%
	Firebaugh Center		0.9%	0.9%	0.5%	-	-	-
Dos Palos	Total		0.0%	2.0%	1.2%	4.4%	0.0%	3.6%

HS Graduate Yield Rates (WHC Coalinga)	HS Grad Year -> WHC Direct Matric Term						
	High School	Location	2016 -> 2016/FA	2017 -> 2017/FA	2018 -> 2018/FA	2019 -> 2019/FA	2020 -> 2020/FA
High School	Coalinga	0.0%	-	0.0%	3.8%	0.0%	3.6%
	Firebaugh Center	-	2.0%	1.2%	0.6%	-	-
Faith Christian Academy	Total	80.0%	41.7%	50.0%	50.0%	10.0%	16.7%
	Coalinga	80.0%	41.7%	50.0%	50.0%	10.0%	16.7%
Firebaugh High School	Total	31.7%	32.5%	45.3%	44.1%	26.3%	35.1%
	Coalinga	0.6%	0.0%	2.5%	10.6%	24.3%	11.5%
	Firebaugh Center	31.1%	32.5%	42.9%	33.5%	2.0%	23.7%
Kerman High School	Total	0.4%	0.7%	1.9%	0.6%	1.0%	1.9%
	Coalinga	0.4%	0.7%	0.9%	0.6%	1.0%	1.9%
	Firebaugh Center	0.0%	-	0.9%	-	-	-
Mendota High School	Total	25.9%	19.4%	21.8%	25.4%	11.3%	19.6%
	Coalinga	0.6%	2.4%	1.8%	2.6%	10.7%	9.5%
	Firebaugh Center	25.3%	17.1%	20.0%	22.8%	0.6%	10.1%
Tranquillity High School	Total	14.2%	12.2%	23.3%	20.7%	10.8%	7.4%
	Coalinga	9.4%	3.3%	8.1%	10.3%	9.8%	4.9%
	Firebaugh Center	4.7%	8.9%	15.1%	10.3%	1.0%	2.5%
Grand Total		22.7%	23.4%	23.5%	20.1%	15.2%	17.3%

Local High School Students Qualifying for Free or Reduced Price-Meal Rates

Eligibility for Free and Reduced-Price Meals (FRPM) provides an assessment of student poverty within the service area and is based on K12 students who qualify for FRPM based on income eligibility through the National School Lunch Program or based on foster, migrant, or homeless status.

Across WHC Coalinga feeder high schools, the overall rate of Free and Reduced-Price Meal (FRPM) qualification stands at approximately 86%, pointing to a high level of need among one of the largest target populations for enrollment at WHC Coalinga.

High School	Enrollment	FRPM Count	Percent (%) Eligible FRPM (K-12)
Avenal High	762	721	94.6%
Coalinga High	1,271	1,059	83.3%
Dos Palos High	644	549	85.2%
Firebaugh High	636	514	80.8%
Kerman High	1,477	1,171	79.3%
Mendota High	1,006	974	96.8%
Tranquillity High	437	373	85.4%
Total	6,233	5,361	86.0%

Data Source: California Department of Education Free or Reduced-Price Meal (Student Poverty) Data (CALPADS). 2021-22 High School Enrollment.

Socio-economic Data

When compared to overall figures for the state of California, West Hills College Coalinga’s service areas all have lower median household incomes (between \$46,000 and \$48,000 versus \$80,000 statewide) as well as considerably lower rates of educational attainment, with 82% to 83% of residents over the age of 25 having no college degree compared to 54% statewide. Educational attainment varies between the different communities in the service area, with the highest rates of degree completion in Coalinga, while the smaller, outlying communities typically have lower rates of degree attainment, often with 80% or more having no degree.

Locale	2021 Total Population	2021 Unemployment Rate	2021 Median Household Income	% Population 18-64 Speak Spanish and No English or English Not Well	% Population Age 25+ with Less than an Associate Degree
Coalinga Campus Service Area for EMP	42,505	8.2%	\$48,447	18.6%	82.1%
Firebaugh Center Service Area	70,516	10.7%	\$46,229	22.2%	83.3%
Full WHC Coalinga Service Area (Coalinga Campus+Firebaugh Center Service)	112,985	9.9%	\$46,878	20.8%	82.8%

Locale	2021 Total Population	2021 Unemployment Rate	2021 Median Household Income	% Population 18-64 Speak Spanish and No English or English Not Well	% Population Age 25+ with Less than an Associate Degree
Areas)					
Avenal City	13,048	8.7%	\$42,888	20.1%	85.4%
Cantua Creek CDP	487	2.8%	\$37,664	42.3%	100.0%
Coalinga City	16,141	8.4%	\$63,452	6.8%	73.0%
Dos Palos City	5,390	12.2%	\$57,233	14.5%	77.0%
Dos Palos Y CDP	307	4.8%	\$38,072	25.5%	78.7%
Firebaugh City	7,869	13.5%	\$44,749	28.8%	89.6%
Huron City	7,068	8.4%	\$27,394	36.3%	95.9%
Kerman City	15,037	6.3%	\$52,948	14.5%	79.4%
Kettleman City CDP	1,492	6.1%	\$55,252	34.3%	84.1%
Mendota City	12,111	17.9%	\$30,914	39.3%	95.2%
San Joaquin City	4,178	7.4%	\$30,440	28.3%	90.1%
South Dos Palos CDP	1,710	22.6%	\$39,378	12.7%	82.4%
Three Rocks CDP	206	1.2%	\$50,916	60.2%	99.1%
Tranquillity CDP	829	0.0%	\$40,925	22.4%	92.4%
Fresno County	1,010,443	7.6%	\$57,006	7.8%	65.4%
Kings County	159,109	6.6%	\$55,822	8.0%	71.4%
California	39,476,705	8.0%	\$80,044	5.3%	54.2%

Notes: CDP indicates a "Census Designated Place." Datasource is ESRI 2021 Population Data.

Sites

Since 2021-22, WHC Coalinga has offered courses at the following locations:

West Hills College Coalinga

300 Cherry Lane

Coalinga, CA 93210

West Hills College Coalinga, Firebaugh Center

900 O Street

Firebaugh, CA 93622

West Hills College Coalinga, Farm of the Future

31373-, 31599 W Gale Ave

Coalinga, CA 93210

Specialized or Programmatic Accreditation

West Hills College Coalinga has programs that undergo external evaluation and are accredited by industry-specific agencies. Each program is noted below, along with the associated accrediting body's name and contact information.

Psychiatric Technician

The West Hills Community College Psychiatric Technician Program is an approved program by the California Board of Licensed Vocational Nurses and Psychiatric Technicians.

Board of Vocational Nursing and Psychiatric Technicians

2535 Capitol Oaks Drive

Suite 205

Sacramento, CA 95833

<https://www.bvnpt.ca.gov>

B. Presentation of Student Achievement Data and Institution-Set Standards

This section provides an overview of the data that is regularly utilized and monitored by West Hills College Coalinga. Additional details on the college processes related to Institution-Set Standards are included in I.B.3.

Course Success and Completion Rates

Course Success and Completion rates are among the core data elements monitored by WHC Coalinga and are included in the college's Institution-Set Standards as well as program review. The tables below detail course success and completion rates based on various disaggregation. The following definitions apply to how West Hills measures Course Success and Course Completion Rates across the district.

Course Success Rate Definition: Course success rates are calculated as the percentage of students earning an A, B, C, CR, or P out of the total number of census enrolled students. For Spring 2020, EW grades are included in the denominator for course success calculations (counted as unsuccessful attempts).

Course Completion Rate Definition: Course Completion rates are calculated as the percentage of students earning a letter grade that is not a Withdraw out of the total number of census enrolled students. For Spring 2020, EW grades are included in the calculation (counted as withdrawn attempts).

The following disaggregated rates are presented by section modality, student segments, and student demographics.

Modality Course Success Rates

Course Success Rates by Modality	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	72.3%	20,678	76.3%	24,433	75.9%	22,406	76.2%	19,816	75.7%	18,678
Face to Face/Web-Enhanced	77.8%	8,463	82.3%	9,316	79.4%	9,115	76.6%	467	83.3%	3,408
Hybrid	68.4%	1,697	77.7%	1,541	67.9%	1,741	83.6%	540	80.3%	2,281
Online	68.4%	9,272	72.2%	12,471	74.6%	11,283	75.0%	17,601	72.0%	12,488
Online (Synchronous)							73.3%	187	75.0%	12
Video Conference	73.1%	1,245	75.0%	1,105	69.5%	267			55.3%	133
Correspondence							92.4%	1,021	89.1%	356

Modality Course Completion Rates

Course Completion Rates by Modality	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	86.7%	20,678	88.9%	24,433	87.2%	22,406	90.4%	19,816	90.0%	18,678
Face to Face/Web-Enhanced	89.1%	8,463	92.0%	9,316	88.1%	9,115	93.1%	467	93.4%	3,408
Hybrid	87.0%	1,697	88.9%	1,541	87.4%	1,741	96.3%	540	93.3%	2,281
Online	84.2%	9,272	86.9%	12,471	86.7%	11,283	89.9%	17,601	88.2%	12,488
Online (Synchronous)							87.2%	187	100%	12
Video Conference	89.4%	1,245	87.9%	1,105	81.6%	267			78.0%	133
Correspondence							95.3%	1,021	90.9%	356

Student Segment Course Success Rates

Course Success Rates by Student Segment	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	72.3%	20,678	76.3%	24,433	75.9%	22,406	76.2%	19,816	75.7%	18,678
Dual Enrollment	78.7%	4,290	81.9%	6,579	87.5%	5,365	82.7%	6,476	81.8%	6,163
Inmate Ed	75.5%	577	89.4%	1,399	85.4%	1,624	90.9%	1,151	90.0%	1,044
Open Admission	70.4%	15,811	72.9%	16,455	70.6%	15,417	71.8%	12,189	71.8%	11,471

Student Segment Course Completion Rates

Course Completion Rates by Student Segment	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	86.7%	20,678	88.9%	24,433	87.2%	22,406	90.4%	19,816	90.0%	18,678
Dual Enrollment: Coalinga	91.8%	4,290	92.2%	6,579	94.1%	5,365	93.1%	6,476	91.1%	6,163
Inmate Ed	85.6%	577	93.2%	1,399	90.1%	1,624	95.8%	1,151	93.1%	1,044
Open Admission: Coalinga + Firebaugh	85.3%	15,811	87.2%	16,455	84.4%	15,417	88.6%	12,189	89.2%	11,471

Race/Ethnicity Course Success Rates

Course Success Rates by Race/Ethnicity	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	72.3%	20,678	76.3%	24,433	75.9%	22,406	76.2%	19,816	75.7%	18,678
African-American	67.5%	1,272	74.1%	1,245	64.2%	971	67.4%	644	65.8%	848
American Indian/ Alaskan Native	86.7%	61	93.5%	96	80.5%	129	85.2%	116	73.5%	105
Asian	86.9%	719	87.9%	1,285	94.7%	1,315	92.7%	907	93.7%	522
Filipino	82.5%	179	88.6%	267	88.4%	256	87.9%	246	85.0%	108
Hispanic	70.9%	15,086	74.4%	17,336	73.8%	15,636	74.1%	14,470	74.6%	13,800
Pacific Islander	70.9%	57	76.5%	34	74.5%	97	73.2%	60	90.0%	33
Two or More Races	73.0%	268	77.5%	460	75.4%	437	75.0%	390	81.6%	314
Unknown/Declined to State	74.8%	264	74.9%	342	77.6%	875	79.6%	623	81.5%	864
White Non-Hispanic	77.0%	2,772	81.0%	3,368	80.6%	2,690	81.9%	2,360	78.9%	2,084

Race/Ethnicity Course Completion Rates

Course Completion Rates by Race/Ethnicity	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	86.7%	20,678	88.9%	24,433	87.2%	22,406	90.4%	19,816	90.0%	18,678
African-American	84.8%	1,272	89.7%	1,245	83.1%	971	86.9%	644	86.8%	848
American Indian/ Alaskan Native	96.7%	61	98.9%	96	87.5%	129	91.7%	116	83.7%	105
Asian	92.0%	719	94.5%	1,285	97.1%	1,315	97.2%	907	97.6%	522
Filipino	87.0%	179	93.5%	267	94.8%	256	96.3%	246	92.0%	108
Hispanic	86.3%	15,086	88.1%	17,336	86.3%	15,636	89.8%	14,470	89.6%	13,800
Pacific Islander	87.3%	57	91.2%	34	86.2%	97	80.4%	60	100%	33
Two or More Races	88.4%	268	88.8%	460	85.4%	437	87.8%	390	93.3%	314
Unknown/Declined to State	86.6%	264	89.3%	342	86.6%	875	89.6%	623	91.2%	864
White Non-Hispanic	87.3%	2,772	89.7%	3,368	88.7%	2,690	92.1%	2,360	91.2%	2,084

Gender Course Success Rates

Course Success Rates by Gender	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	72.3%	20,678	76.3%	24,433	75.9%	22,406	76.2%	19,816	75.7%	18,678
Female	73.8%	11,978	76.8%	13,391	76.0%	11,613	75.3%	11,480	75.2%	10,212
Male	70.5%	8,382	75.9%	10,583	75.5%	10,271	77.3%	8,054	76.1%	8,133
Unknown/Declined to State	65.6%	318	72.5%	459	81.1%	522	80.9%	282	81.6%	333

Gender Course Completion Rates

Course Completion Rates by Gender	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	86.7%	20,678	88.9%	24,433	87.2%	22,406	90.4%	19,816	90.0%	18,678
Female	86.9%	11,978	88.8%	13,391	87.3%	11,613	89.4%	11,480	90.0%	10,212
Male	86.5%	8,382	89.0%	10,583	87.0%	10,271	91.6%	8,054	90.0%	8,133
Unknown/Declined to State	82.5%	318	89.8%	459	88.8%	522	94.0%	282	90.4%	333

Age Group Course Success Rates

Course Success Rates by Age Group	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	72.3%	20,678	76.3%	24,433	75.9%	22,406	76.2%	19,816	75.7%	18,678
Under 18	78.1%	5,160	81.0%	7,680	85.4%	6,297	81.5%	7,234	79.9%	6,897
18-19	70.2%	5,835	73.1%	6,384	68.2%	6,021	70.1%	4,201	70.9%	4,289
20-24	66.2%	4,684	71.7%	4,549	71.9%	4,476	70.9%	3,497	69.9%	3,063
25-29	74.8%	2,117	72.2%	2,137	70.5%	1,906	75.8%	1,847	75.4%	1,550
30-49	74.4%	2,614	80.1%	3,226	78.4%	3,349	78.8%	2,712	81.0%	2,576
50+	69.9%	268	79.6%	455	83.4%	355	86.9%	324	82.0%	303
Unknown/DTS				2	100%	2	100%	1		

Age Group Course Completion Rates

Course Completion Rates by Age Group	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCC Overall	86.7%	20,678	88.9%	24,433	87.2%	22,406	90.4%	19,816	90.0%	18,678
Under 18	91.2%	5,160	91.9%	7,680	93.3%	6,297	93.2%	7,234	90.8%	6,897
18-19	86.3%	5,835	88.1%	6,384	84.5%	6,021	89.4%	4,201	90.6%	4,289
20-24	83.4%	4,684	86.5%	4,549	84.7%	4,476	88.0%	3,497	88.3%	3,063
25-29	85.6%	2,117	85.2%	2,137	82.0%	1,906	88.5%	1,847	87.8%	1,550
30-49	85.6%	2,614	88.8%	3,226	86.3%	3,349	89.2%	2,712	90.3%	2,576
50+	81.1%	268	90.9%	455	89.3%	355	92.4%	324	93.2%	303

Completer Data: Degrees, Certificates, and Transfer

Students' completion of degrees, certificates, and transfer are key elements of the college's mission, and like course success, are critical measures of institutional effectiveness. Degree and certificate awards by program are detailed below, as well transfer volume. The unduplicated count of degrees to all students has been on a steady upward trend with a 17% increase between 2016-17 and 2021-22. The number of Certificates of Achievement has also increased, driven by transfer certificates for IGETC and GE Breadth, with the exception of 2018-19 and 2019-20. Awards of Local Certificates, those consisting of 16 or fewer units, and range between 90 and 130 of these awards are most frequently for Child Development/Early Childhood Education programs.

Unduplicated headcounts (students awarded unduplicated within each row) are presented on the following tables.

For college-wide degree and certificate of achievement completion rates, see section Equity Plan (Cohort) Metric: Vision for Success. For transfer to four-year rates, see section Equity Plan (Cohort) Metric: Vision for Success.

Degrees (AA/AAT, AS/AST) by Program: Unduplicated Headcount of Students Awarded

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Students Awarded Degrees		294	287	359	324	345	345
Program Top	Program Title	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Accounting (0502)	Accounting (0502) Total			6	2	7	4
	WHCC - Business Bookkeeping AA			5	2	1	3
	WHCC - Business Bookkeeping AS			1		6	1
Administration of Justice (2105)	Administration of Justice (2105) Total	26	20	29	28	32	32
	WHCC -	5	3	5	2	7	4

	Administration of Justice - Corrections AA						
	WHCC - Administration of Justice - Corrections AS	1	1	3	2		2
	WHCC - Administration of Justice - Law Enforcement AA	3	1	1	2		
	WHCC - Administration of Justice - Law Enforcement AS	1	2				
	WHCC - Administration of Justice AST	16	15	20	22	25	28
Agriculture Technology and Sciences, General (0101)	Agriculture Technology and Sciences, General (0101) Total	2	3	1	2	22	21
	WHCC - Agriculture Science Technology AS	2	3	1	2	22	21
Biological and Physical Sciences (and Mathematics) (4902)	Biological and Physical Sciences (and Mathematics) (4902) Total	34	35	80	74	72	82
	WHCC - Liberal Arts - Math and Science AA	34	35	80	74	72	82
Biology, General (0401)	Biology, General (0401) Total		1	1	5	6	3
	WHCC - Biology AA			1			
	WHCC - Biology AS		1		5	6	3
Business Administration (0505)	Business Administration (0505) Total	19	10	9	18	16	17
	WHCC - Business Administration AA	2					
	WHCC - Business Administration AS	7	2				1
	WHCC - Business Administration AST	10	8	9	18	16	16
Business Management (0506)	Business Management (0506) Total	1	1	3	4	5	8
	WHCC - Bus. Retail Business Management AA	1			1	1	4
	WHCC - Bus. Retail Business Management AS				1	2	3
	WHCC - Business Management AA	1	1	2	1	3	3

	WHCC - Business Management AS			1	2	1	3
Child Development/Early Care and Education (1305)	Child Development/Early Care and Education (1305) Total	16	11	13	3	10	21
	WHCC - Child and Adolescent Development AAT					5	6
	WHCC - Child Development AA	10	10	5	1	1	3
	WHCC - Child Development AS	4					
	WHCC - Early Childhood Education AST	3	1	8	3	5	13
Computer Information Systems (0702)	Computer Information Systems (0702) Total	5	4	6	1	7	4
	WHCC - Computer Information Systems AA		3	3		4	3
	WHCC - Computer Information Systems AS	5	1	3	1	3	1
Health Professions, Transfer Core Curriculum (1260)	Health Professions, Transfer Core Curriculum (1260) Total	16	27	19	31	34	38
	WHCC - Health Science (General) AA	1			2	2	1
	WHCC - Health Science (General) AS	16	27	19	30	32	37
Humanities (4903)	Humanities (4903) Total	27	27	32	21	18	25
	WHCC - Liberal Arts - Arts and Humanities AA	22	25	25	20	15	24
	WHCC - Liberal Arts - English and Communication AA	6	2	8	1	7	1
Liberal Arts and Sciences, General (4901)	Liberal Arts and Sciences, General (4901) Total	136	138	174	151	145	189
	Liberal Arts AA					1	
	WHCC - Liberal Arts - Social and Behavioral Science AA	133	136	174	147	141	187
	WHCC - Liberal Studies - Elementary Teaching	3	7	4	11	8	9
Mathematics, General (1701)	Mathematics, General (1701) Total	2					2
	WHCC - Mathematics AA	2					

	WHCC - Mathematics AST	1					2
Office Technology/Office Computer Applications (0514)	Office Technology/Office Computer Applications (0514) Total	2	2	1	4	1	3
	WHCC - Office Management Technology				2		1
	WHCC - OMT Computer Applications AA	2	2	1	2	1	2
	WHCC - OMT Secretary / Word Processing AA						1
Physical Education (0835)	Physical Education (0835) Total	4	5	8	2	6	4
	WHCC - Kinesiology AA	4	5	8	2	6	4
Plant Science (0103)	Plant Science (0103) Total			32	38	34	21
	WHCC- Agriculture Plant Science AST			32	38	34	21
Political Science (2207)	Political Science (2207) Total	2	3	5	7	10	4
	WHCC - Political Science AAT	2	3	5	7	10	4
Psychiatric Technician (1239)	Psychiatric Technician (1239) Total	22	33	31	14	21	22
	WHCC - Psychiatric Technician AA		1			1	1
	WHCC - Psychiatric Technician AS	22	33	31	14	20	21
Psychology, General (2001)	Psychology, General (2001) Total	25	23	27	26	34	16
	WHCC - Psychology AA	13	3	3	3	7	1
	WHCC - Psychology AAT	14	20	25	23	27	16
Social Sciences, General (2201)	Social Sciences, General (2201) Total	1		1			1
	WHCC - Social Science AA	1		1			1
Speech Communication (1506)	Speech Communication (1506) Total	1		1		4	1
	WHCC - Communication - AAT	1		1		4	1
Studio Arts (1002)	Studio Arts (1002) Total	3	1	2	1	2	1
	WHCC - Art AA	3	1				1
	WHCC - Studio Arts AAT			2	1	2	1

Certificates of Achievement by Program: Unduplicated Headcount of Students Awarded

		201 6- 17	201 7- 18	201 8- 19	201 9- 20	202 0- 21	202 1- 22
Students Awarded Certificates of Achievement		207	254	266	143	310	324
Program Top4	Program Title	201 6- 17	201 7- 18	201 8- 19	201 9- 20	202 0- 21	202 1- 22
Accounting (0502)	Accounting (0502) Total	1	4	7	1	5	4
	WHCC - Business Bookkeeping Cert.	1	4	7	1	5	4
Agriculture Technology and Sciences, General (0101)	Agriculture Technology and Sciences, General (0101) Total						21
	WHCC - Agriculture Science Technology Local Cert.		1				
	WHCC - Precision Agriculture Cert.	2	2	2			21
Business Management (0506)	Business Management (0506) Total	3		3	1	5	8
	WHCC - Bus. Retail Business Management Cert.	3		3		5	6
	WHCC - Business Management Cert.	3		3	1	3	7
Child Development/Early Care and Education (1305)	Child Development/Early Care and Education (1305) Total	11	10	2	1	5	10
	WHCC - Child Development Teacher Level Cert.	11	10	2	1	5	10
Computer Information Systems (0702)	Computer Information Systems (0702) Total	4	5	7		4	4
	WHCC - Computer Information Systems Cert.	4	5	7		4	4
Diesel Technology (0947)	Diesel Technology (0947) Total	2			15	7	9
	WHCC - Heavy Equipment Operation Cert.	2			13	7	7
	WHCC - Truck Driving				2		3
Environmental Control Technology (0946)	Environmental Control Technology (0946) Total				5	2	18
	WHCC - Heating, Ventilation & Air Conditioning				5	2	18

Liberal Arts and Sciences, General (4901)	Liberal Arts and Sciences, General (4901) Total	131	156	198	65	260	235
	WHCC - Transfer Studies CSU Cert.	128	150	160	32	255	196
	WHCC - Transfer Studies IGETC Cert.	14	13	1	1		
	WHCC - Transfer Studies-Full IGETC Certification: CSU			61	29	24	44
	WHCC - Transfer Studies-Full IGETC Certification: UC			20	8	13	67
Manufacturing and Industrial Technology (0956)	Manufacturing and Industrial Technology (0956) Total		15	1	3	7	9
	WHCC - Welding Technology Certificate		15	1	3	7	9
Office Technology/Office Computer Applications (0514)	Office Technology/Office Computer Applications (0514) Total	5	2	2	1		3
	WHCC - OMT Computer Applications Cert.	4	2	2	1		3
	WHCC - OMT Secretary / Word Processing Cert.	1					1
Plant Science (0103)	Plant Science (0103) Total		5		4		1
	WHCC - Integrated Pest Management Certificate		5		4		1
Psychiatric Technician (1239)	Psychiatric Technician (1239) Total	52	56	50	47	25	22
	WHCC - Psychiatric Technician Cert.	52	56	50	47	25	22

Local Certificates by Program: Unduplicated Headcount of Students Awarded

		201	201	201	201	202	202
		6-	7-	8-	9-	0-	1-
		17	18	19	20	21	22
Students Awarded Local Certificates		92	100	74	54	130	89
Program Top4	Program Title	201	201	201	201	202	202
		6-	7-	8-	9-	0-	1-
		17	18	19	20	21	22
Agriculture Technology and Sciences, General (0101)	Agriculture Technology and Sciences, General (0101) Total	1		2			
	WHCC - Agriculture Science Technology Local Cert.	1		2			

Child Development/Early Care and Education (1305)	Child Development/Early Care and Education (1305) Total	89	99	71	54	129	89
	WHCC - Child Development Administrative Local Cert.		3	1		2	
	WHCC - Child Development Assistant Teacher Local Cert.	75	78	62	42	105	68
	WHCC - Child Development Associate Teacher Local Cert.	23	34	19	15	42	34
	WHCC - Child Development School-Age Child Local Cert.	1	1			2	
Liberal Arts and Sciences, General (4901)	Liberal Arts and Sciences, General (4901) Total	2	3	1		1	
	WHCC - Social Work Local Cert.	2	3	1		1	

Note: table above excludes Non-credit Award: WHCC - English as a Second Language Certificate (2 awards in 2021-22)

Transfer to Four-Year Institutions

Transfer counts to four-year institutions are based on the student's first four-year attended after having completed 12 or more units at West Hills. The year of the transfer is determined by the academic year that the student's first four-year enrollment occurred during.

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Transfers	259	314	376	393	396
CSU	95	160	203	208	205
UC	33	27	34	39	63
In-State Private	44	33	46	44	43
Out-of-State	87	94	93	102	85

College Institution-Set Standards and Stretch Goals

West Hills College Coalinga has established Institution-Set Standards (ISS) and Stretch Goals focusing on student achievement. The process for developing and regularly reviewing these metrics is described in further detail in Standard I.B.3.

Metric	Institution-Set Standard	Stretch Goal	Actual Rates				
			2017-18	2018-19	2019-20	2020-21	2021-22
Course Success Rate*	65%	75%	72%	76%	76%	76%	76%
Degrees Awarded	255 students per year	300 students per year	287	359	324	346	345
Certificates Awarded	190 students per year	230 students per year	254	266	143	310	324
Transfers to Four-Year Institutions	200 transfers per year	300 transfers per year	260	314	376	393	396

*Spring 2020 course success rates include “EW” grades as non-successful attempts.

Licensure Pass Rates	Institution-Set Standard	2015-16	2016-17	2017-18	2018-19	2019-20
Psychiatric Technician*	80%	72.0%	53.0%	78.0%	83.0%	60.0%

*Data retrieved from http://www.bvnpt.ca.gov/pdf/pt_pass_rates.pdf. Data retrieved on 2/13/2023.

Based on lack of current and consistent job placement data, CTE learning area opted not to set Job Placement Rate stretch goals (CTE Learning Area Meeting, March 27, 2019)

Job Placement Rates	Institution-Set Standard	2015-16	2016-17	2017-18	2018-19	2019-20*
Administration of Justice	60%	-	-	-	-	79%
Business Administration	60%	-	-	-	-	-
Child Development	60%	-	-	-	-	-
Psychiatric Technician	83%	91.0%	88.0%	98.0%	98%	86%
Welding	60%	-	-	-	-	-

** 2018-2019 Job Placement Rates are the most recent available as of November 2022.

Note: Administration of Justice and Psychiatric Technician are the only two programs that currently have sufficient completers to be able to display job placement rates on the CCC Launchboard. Job Placement rates are based on LaunchBoard data for program completers (by 4-digit TOP code) using the “Employed in the Fourth Fiscal Quarter After Exit” metric (Community College Pipeline: Employment: Detailed Data: Employed in the Fourth Fiscal Quarter After Exit).

Vision for Success Goals

Alongside the college's ISS, its Goals for the Vision for Success for California Community Colleges are used to monitor and assess the college's overall effectiveness. These goals are based on data in the CCC Student Success Metrics Dashboard (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>) and were set in Spring 2019 through WHC Coalinga's participatory governance structure with cross-college participation of stakeholder groups. The board approved in Summer 2019 through the 2021-22 year, once the Student Success Metrics have been provided through the goal year and pending any additional guidance from the CCC Chancellor's Office, the college will re-evaluate the goals.

Metric	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 Goal
1A. Number of Students Earning any Associate Degree	230	235	276	277	347	307	319	360
1B. Number of Students Earning any Certificate of Achievement	279	193	200	240	262	134	266	260
1C. Number of Students Earning any Degree or Certificate of Achievement	387	326	351	378	444	375	414	450
2A. Number of Students Earning an Associate Degree for Transfer	-	32	45	43	101	104	119	72
2B. Number of Students Transferring to a CSU or UC Institution	144	190	208	196	326	234	-	264
3A . Average Number of Units Accumulated by All Associate Degree Earners	80	77	79	78	74	75	73	75
4A. Median Annual Earnings of Students Entering the Workforce	\$24,133	\$24,570	\$25,030	\$28,320	\$28,698	\$28,368	-	\$24,420
4B. Percentage of Students Attaining a Living Wage upon Entering the Workforce	49%	50%	51%	56%	58%	58%	-	57%
4C. Percentage of Students Entering a Job Closely Related to their Field of Study	90%	77%	68%	76%	50%	-	-	98%

C. Student Equity Goals & Cohort Metrics

During Fall 2022, the college approved a new Student Equity Plan and accompanying goals for student groups identified as disproportionately impact. During goal setting, emphasis was placed on goals that specify closing an equity gap and that monitoring would be conducted through a local dataset that follows first-time students progressing through various cohort momentum and completion points. Four metrics from this dataset were adapted to support the college's ongoing monitoring and inquiry to reduce and close equity gaps across various student populations.

The specific target populations identified by the college in the equity plan are: Hispanic or Latino/a/x students, Male students, and Hispanic or Latino/a/x Male.

The following table from the college's equity plan indicates the student populations selected as planning foci for the 2022-2025 equity plan by metric.

Student Population for Metric Workflow	Successful Enrollment (Access)	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Hispanic or Latino/a/x	☒				
Hispanic or Latino/a/x Male		☒		☒	☒
Male			☒		

Equity Plan Metrics and Goals

The following section presents the College's target populations within the Student Equity Plan, as well as the three-year goals associated with each population. Tracking on these goals is based on data from the District's Cohort Momentum Metrics Dashboard, which includes various outcome metrics for first-time student cohorts. The tables included in this section provide an example of the student success data available for ongoing tracking of the student equity plan, but do not necessarily list all target populations included in the Student Equity Plan or available on the dashboard.

Equity Plan Metric: Successful Enrollment (Access)

Target Outcome: the goal for the 3-year outcome set was: Increase proportion of Hispanic/Latin(a/o/x) student population to achieve parity with community population (for example in 2021 the community population was roughly 80%). While not included in the local dataset, the college took an alternative approach to setting goals for successful enrollment (access) such that the demographics of incoming first-time students would match the demographics of the service area population.

Year 1 Goal

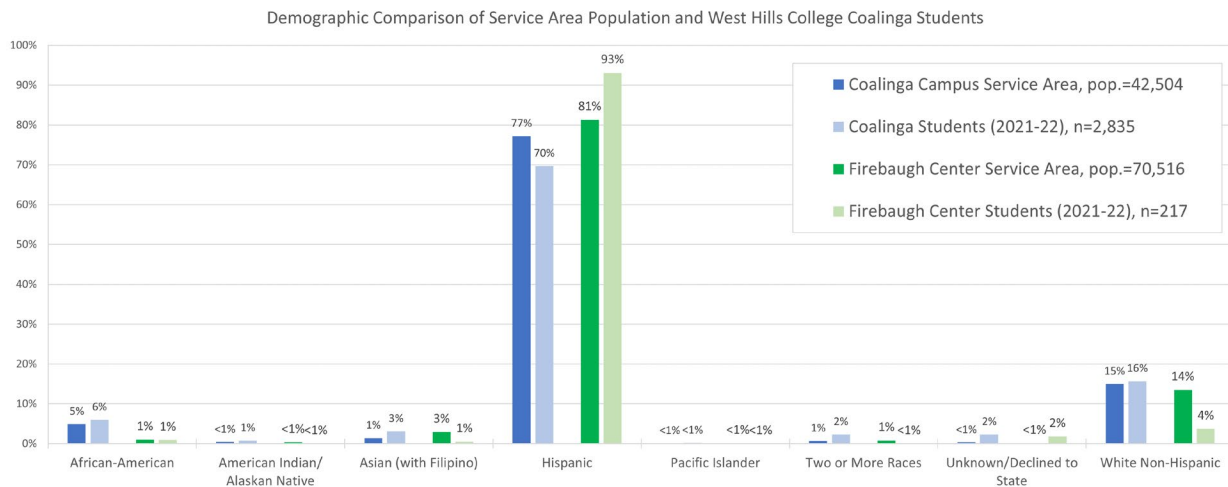
- Increase of 3% points of Hispanic/ Latin(a/o/x) student population to work towards achievement of parity with community population (for 73– 75%).

Year 2 Goal

- Increase of 3% points of Hispanic/ Latin(a/o/x) student population to work towards achievement of parity with community population (for 76 – 77%).

Year 3 Goal

- Increase proportion of Hispanic/ Latin(a/o/x) student population to achieve parity with community population (for example in 2021 the community population was roughly 80%)



Equity Plan Metric: Persistence from First Primary Term to Subsequent Primary Term

Target Outcomes: Using local cohort tracking, male students’ persistence from primary term to secondary term within the first year in 2021-2022 (First-time Fall students) was 61.8%% compared to 69.6% for all other students (a gap of 8%).

Year 1 Goal

- Reduce equity gap between Males and all other students to 8% or less

Year 2 Goal

- Reduce equity gap between Males and all other students to 6% or less

Year 3 Goal

- Narrow equity gap between Males and all other students to within 4% at most

Persisted First Primary Term to Subsequent Primary Term						
Overall for the College						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*
College Cohort Unduplicated HC (n)*	698	709	711	729	469	589
College Rate	66.0%	68.8%	65.7%	58.0%	65.9%	65.5%
Disaggregated by Race/Ethnicity						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African-American	70.5%	52.0%	56.4%	53.5%	33.3%	70.9%
American Indian/ Alaskan Native	n <10		n <10	n <10	n <10	n <10
Asian	78.1%	72.0%	55.0%	30.8%	n <10	33.3%
Filipino	n <10	n <10	n <10	n <10	n <10	n <10
Hispanic	67.8%	73.2%	70.6%	61.3%	71.0%	70.4%
Pacific Islander	n <10			n <10	n <10	n <10
Two or More Races	54.5%	n <10	n <10	50.0%	70.0%	60.0%
Unknown/Declined to State	n <10	n <10	n <10	50.0%	n <10	n <10
White Non-Hispanic	50.5%	52.8%	44.6%	53.6%	52.4%	49.4%
Disaggregated by Gender						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Others/Unknown	n<10	n<10	69.2%	72.2%	n<10	56.3%
Female	69.0%	73.5%	71.3%	58.9%	69.8%	70.7%
Male	62.5%	65.0%	60.3%	56.5%	61.8%	61.8%
Disaggregated by First Generation						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
First-Gen	69.4%	72.6%	69.2%	62.8%	68.9%	66.2%
Not First-Gen	59.4%	60.7%	60.7%	52.7%	55.2%	64.1%
Unknown	68.5%	71.8%	65.9%	56.6%	76.9%	66.7%
Disaggregated by Students with Disabilities						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Students with Disabilities	77.3%	85.7%	88.5%	78.6%	n<10	80.0%
All Others/Unknown	65.7%	68.3%	64.8%	56.8%	66.2%	64.6%

Equity Plan Metric: Completed Transfer Level Math and English

Target Outcome: Using local cohort tracking, Hispanic/Latinx Males' Math and English completion rate in 2020- 2021 was 8.2% compared to 21.7% for all other students (a gap of 13.5%)

Year 1 Goal

- Reduce equity gap between Hispanic/Latinx Males and all other students to 8% or less

Year 2 Goal

- Reduce equity gap between Hispanic/Latinx Males and all other students to 4% or less
- Year 3 Goal
- Eliminate equity gap between Hispanic/Latinx Males and all other students.

Completed Transfer Level Math and English by End of Year 1						
Overall for the College						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
College Cohort Unduplicated HC (n)	733	757	751	772	517	633
College Rate	7.8%	9.1%	11.9%	17.5%	17.6%	18.3%
Disaggregated by Race/Ethnicity						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African-American	1.6%	4.0%	5.4%	4.5%	9.1%	21.1%
American Indian/ Alaskan Native	n<10		n<10	n<10	n<10	n<10
Asian	21.2%	32.0%	31.8%	13.3%	20.0%	11.8%
Filipino	n<10	n<10	n<10	n<10	n<10	n<10
Hispanic	7.4%	8.1%	12.9%	19.2%	19.5%	19.6%
Pacific Islander	n<10			n<10	n<10	n<10
Two or More Races	7.1%	n<10	n<10	5.0%	9.1%	13.3%
Unknown/Declined to State	n<10	n<10	0.0%	18.2%	0.0%	n<10
White Non-Hispanic	7.7%	11.9%	7.9%	18.6%	16.2%	13.0%
Disaggregated by Gender						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Others/Unknown	0.0%	n<10	15.4%	11.1%	n<10	18.8%
Female	7.9%	10.5%	15.5%	19.3%	24.2%	21.6%
Male	7.9%	7.8%	8.2%	16.1%	9.3%	15.5%
Disaggregated by First Generation						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
First-Gen	8.1%	7.9%	13.0%	17.6%	19.1%	18.6%
Not First-Gen	10.2%	10.7%	11.5%	16.9%	16.8%	17.4%
Unknown	4.0%	9.2%	10.2%	18.2%	16.7%	19.5%
Disaggregated by Students with Disabilities						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Students with Disabilities	4.3%	4.8%	11.5%	7.1%	n<10	10.8%
All Others/Unknown	7.9%	9.2%	11.9%	18.1%	17.7%	18.8%

Equity Plan (Cohort) Metric: Transferred to Four-Year Institution

Using local cohort data, Hispanic/Latinx Males' three-year transfer rate in 2016-2017 was 6.8%

compared to 12.3% for all other students (a gap of 5.5%).

Year 1 Goal

- Reduce equity gap between Males and all other students to 3% or less

Year 2 Goal

- Reduce equity gap between Males and all other students to 2% or less

Year 3 Goal

- Eliminate Equity gap between Hispanic/Latinx Males and all other students

Transferred to Four-Year Institution By End of Year 3						
Overall for the College						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
College Cohort Unduplicated HC (n)	733	757	751	772	517	633
College Rate	10.6%	12.3%	12.4%	11.4%	7.5%	2.2%
Disaggregated by Race/Ethnicity						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
African-American	22.2%	20.0%	16.1%	4.5%	3.0%	1.8%
American Indian/ Alaskan Native	n<10		n<10	n<10	n<10	n<10
Asian	9.1%	4.0%	9.1%	0.0%	10.0%	0.0%
Filipino	n<10	n<10	n<10	n<10	n<10	n<10
Hispanic	9.5%	11.5%	12.9%	12.3%	8.4%	1.9%
Pacific Islander	n<10			n<10	n<10	n<10
Two or More Races	14.3%	n<10	n<10	15.0%	0.0%	0.0%
Unknown/Declined to State	n<10	n<10	0.0%	12.1%	0.0%	n<10
White Non-Hispanic	6.7%	13.9%	8.9%	10.3%	8.1%	5.0%
Disaggregated by Gender						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
All Others/Unknown	0.0%	n<10	7.7%	5.6%	n<10	0.0%
Female	10.9%	14.4%	18.0%	13.6%	10.9%	2.8%
Male	10.7%	10.3%	7.2%	9.6%	3.6%	1.8%
Disaggregated by First Generation						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
First-Gen	11.5%	11.2%	13.3%	12.5%	7.7%	1.3%
Not First-Gen	12.7%	14.2%	15.2%	12.7%	9.1%	3.3%

Unknown	6.3%	11.8%	6.8%	7.4%	4.8%	1.9%
Disaggregated by Students with Disabilities						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
Students with Disabilities	4.3%	19.0%	15.4%	7.1%	n<10	0.0%
All Others/Unknown	10.8%	12.1%	12.3%	11.6%	7.5%	2.3%

Equity Plan Metric: Vision for Success Completion Definition

Using local cohort tracking Hispanic/Latinx Males' Degree/Certificate Completion rate in 2017-

2018 was 17.6% compared to 22.5% for all other groups (a gap of 4.9%).

Year 1 Goal

- Reduce equity gap between Hispanic/Latinx Males and all other students to 3% or less

Year 2 Goal

- Reduce equity gap between Hispanic/Latinx Males and all other students to 2% or less

Year 3 Goal

- Eliminate Equity gap between Hispanic/Latinx Males and all other students

Degree/CoA Completed By End of Year 3						
Overall for the College						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
College Cohort Unduplicated HC (n)	733	757	751	772	517	633
College Rate	17.3%	20.9%	21.4%	18.3%	16.1%	7.9%
Disaggregated by Race/Ethnicity						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
African-American	19.0%	16.0%	16.1%	2.3%	9.1%	1.8%
American Indian/ Alaskan Native	n<10		n<10	n<10	n<10	n<10
Asian	36.4%	20.0%	31.8%	13.3%	10.0%	5.9%
Filipino	n<10	n<10	n<10	n<10	n<10	n<10
Hispanic	17.3%	21.4%	22.2%	21.1%	17.3%	7.2%
Pacific Islander	n<10			n<10	n<10	n<10
Two or More Races	14.3%	n<10	n<10	10.0%	18.2%	0.0%
Unknown/Declined to State	n<10	n<10	0.0%	12.1%	9.1%	n<10
White Non-Hispanic	11.5%	19.8%	19.8%	15.5%	14.9%	16.0%
Disaggregated by Gender						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
All Others/Unknown	0.0%	n<10	23.1%	16.7%	n<10	0.0%

Female	19.8%	24.4%	25.4%	21.7%	20.7%	6.4%
Male	15.2%	17.3%	17.6%	15.0%	10.2%	9.6%
Disaggregated by First Generation						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
First-Gen	18.9%	20.4%	22.7%	20.8%	19.6%	8.9%
Not First-Gen	16.5%	20.2%	20.1%	15.8%	13.7%	5.8%
Unknown	15.4%	22.6%	21.0%	17.0%	14.3%	9.7%
Disaggregated by Students with Disabilities						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
Students with Disabilities	8.7%	23.8%	26.9%	14.3%	n<10	2.7%
All Others/Unknown	17.6%	20.8%	21.2%	18.5%	15.9%	8.2%

Student Success Committee Metrics

During Spring 2021, the West Hills College Coalinga Student Success Committee (SSC) identified a series of leading indicators for tracking early signs of student success as well as for identifying potential barriers and bottlenecks that may occur early in a student’s academic journey. The metrics below are based on first-time student cohorts enrolling at West Hills College Coalinga. These metrics are reviewed regularly by the Student Success Committee, and the District’s Office of Accreditation, Research, Institutional Effectiveness, and Planning created a dashboard for these metrics, with the ability to disaggregate by a variety of student demographics and identify disproportionate impacts. The SSC Metrics and their used are discussed in additional detail in Standards I.A.2 and I.B.1.

Coalinga - SSC Metrics

Summary View of All Metrics for the Coalin..	1. Comprehensive Ed Plans By End of Year 1	2. First-time with FAFSA (or Dream) By ..	3. First-time receiving Pell in Year 1	4. Zero Credits Completed in Term 1 (..	5. Persistence from Primary Term to Next..	6. Any English Atte..
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Metric Overview	Students' Initial Term						Currently in First Year 2022/FA	Go to Student List for Coalinga Stude.. Program Location (initi.. <input type="checkbox"/> No Location Defined <input checked="" type="checkbox"/> Coalinga <input type="checkbox"/> Lemoore <input type="checkbox"/> Unknown Students' Initial Term Multiple values Special Admit At Any Ti.. All Prior Summer Flag All Incarcerated All Others First-Time Cohort Types First-Time Fall
	First Year Complete							
	2017/FA	2018/FA	2019/FA	2020/FA	2021/FA			
Cohort Unduplicated Headcount (n)	571	568	571	378	454	511		
SSC 1. Comprehensive Ed Plan By End of Year 1	45%	54%	58%	52%	76%	74%		
SSC 2. FAFSA on File by End of Term 1	87%	87%	91%	87%	82%	88%		
SSC 3. Pell Recipient in Year 1	58%	57%	60%	51%	53%	62%		
SSC 4. Zero Credits Completed in Term 1	16%	17%	19%	17%	17%	18%		
SSC 5. Primary Term to Next Term Persistence	79%	75%	67%	74%	75%	77%		
SSC 6. Attempted Any English By End of Year 1	75%	70%	74%	69%	71%	69%		
SSC 7. Completed Transfer English By End of Year 1	44%	46%	46%	43%	42%	33%		
SSC 8. Attempted Any Math By End of Year 1	74%	70%	49%	40%	43%	47%		
SSC 9. Completed Transfer Math By End of Year 1	14%	18%	26%	23%	27%	11%		
SSC 10. Attempted Any English and Any Math By End of Year 1	68%	60%	44%	37%	39%	42%		
SSC 11. Completed Transfer English and Transfer Math By En..	11%	14%	22%	22%	22%	7%		

Data last refreshed on: 3/1/2023 7:17:18 AM

Coalinga Student Success Committee Metric Overview

Cohort Unduplicated Headcount is the total number of first-time students tracked in a given cohort.

The **metrics** following this are the percentages of the cohort unduplicated headcount that are captured by metric within the specified time frame (i.e., by the end of their term or by the end of their first year), often referred to as the **rate**.

The following pages allow for interaction, disaggregation, and visualization of all SSC metrics. Use the right arrow (>) to navigate to the first metric, "Comprehensive Ed Plans By End of Year 1."

D. Organization of the Self-Evaluation Process

West Hills College Coalinga recognizes that accreditation is a continuous process of self-reflection and evaluation. The college believes that broad participation is important in this self-evaluation to ensure that constituency groups have input into the college's programs, services, and processes. The planning process for the completion of the self-evaluation report included broad participation from the constituency groups across campus. It is with the recognition that accreditation is a continuous process for self-evaluation, the college has a standing committee, Institutional Effectiveness and Accreditation Committee – IEAC charged with coordinating, leading, and facilitating accreditation efforts within the institution.

Through IEAC, accreditation subcommittees were formulated based on standards. The subcommittees were made up of representation from across the college. The broad representation was aimed at assuring perspective, input, and contributions were gathered from across the college. The broad participation also provided an opportunity for college team members to be involved and gain greater understanding of the accreditation standards, policies, requirements, and the self-evaluation process. Each subcommittee met, reviewed the standard, and worked to a) determine how the college met the standard, b) identify evidence pieces to demonstrate how the college met the standard, c) identify gaps, and d) determine improvement plans and actions. The college accreditation subcommittees are noted below.

Accreditation Subcommittees

Editing Team	
	Rob Skaggs Jill Bonds
Standard I	
I.A Mission I.B Academic Quality & Institutional Effectiveness	Chair/Co-Chair: B. Matos/J. Wanderer Ken Sowden, Faculty Atif El Nagggar, Faculty Valeria Hochman Adler, Faculty San Juana Gonzalez, Classified Alicia Rocha, Classified Juan Rubio, Classified Jay Darnell, Management Justin Berna, Management
I.C Institutional Integrity	Chair/Co-Chair: J. Garcia/K. Wilds Scott Wilson, Faculty Mark Arce, Faculty Larry Parades, Faculty Gina Jason, Classified Cory Minter, Management Zach Soto, Management
Standard II	
II.A Instructional Programs	Chair/Co-Chair: A. Hanjiev/A. Pulido Staci Mosher, Faculty Mark Matteson, Faculty

	<p>Jim Grant, Faculty Rhonda Mayer, Faculty Lynnette Mann, Faculty Chris Cheney, Faculty Emma Santos, Classified Dioselina Vasquez, Classified Terry Brase, Management Ashlin Mattos, Management</p>
II.B Library and Learning Support Services	<p>Chair/Co-Chair: M. Magnuson/M. Delaney Annie Jorgens, Faculty Sheila Pappas, Classified Pilar Espinoza, Classified Catherine Ybarra, Classified Richard Aguilar, Management</p>
II.C Student Support Services	<p>Chair/Co-Chair: A.Tos/R. McGinnis Erin Corea, Faculty Trista Haggard, Faculty Maria Ceballos, Faculty Nick Andrews, Faculty Rica McGinnis, Faculty Ryan Smith, Faculty Norma Carpenter, Classified Maria Pimentel, Classified Domenica Sanchez, Classified Roz Toliver, Management Pedro Garcia, Management</p>

Standard III	
<p>III.A Human Resources III.B Physical Resources III.C Technical Resources III.D Financial Resources</p>	<p>Chair/Co-Chair: J. Hash/District Rep Rodolfo Rodriguez, Faculty Sherry Barragan, Faculty Genie Pratt, Faculty Kelly Rouska, Classified Patty Mendoza, Classified Juana Tapia, Classified Shaun Bailey, Management Octavio Cruz, Management</p>
Standard IV	
IV.A Decision-Making Roles and Processes	<p>Chair/Co-Chair: J. Cazares/S. Shepard Mark Gritton, Faculty Valerie Walker, Faculty Alex Selim, Faculty Maria Drappo, Classified Jennifer Zuniga, Classified April Betterson, Management</p>

IV.B Chief Executive Officer	Chair/Co-Chair: College Pres/Senate Pres/CSEA Pres Brandy Wilds, Faculty Hector Dam-Mikkelsen, Faculty Patty Price, Classified Amy Martinez, Confidential/Management
IV.C Governing Board	Chair/Co-Chair: College Pres/J. Hash/District Rep Tim Ellsworth, Faculty Rodney Blaco, Faculty Lissette Padilla, Classified
IV.D Multi-College Districts or Systems	Chair/Co-Chair: College Pres/J. Hash/District Rep Ken Henry, Faculty Anna Lisa Little, Faculty Classified staff: n/a

Timeline:

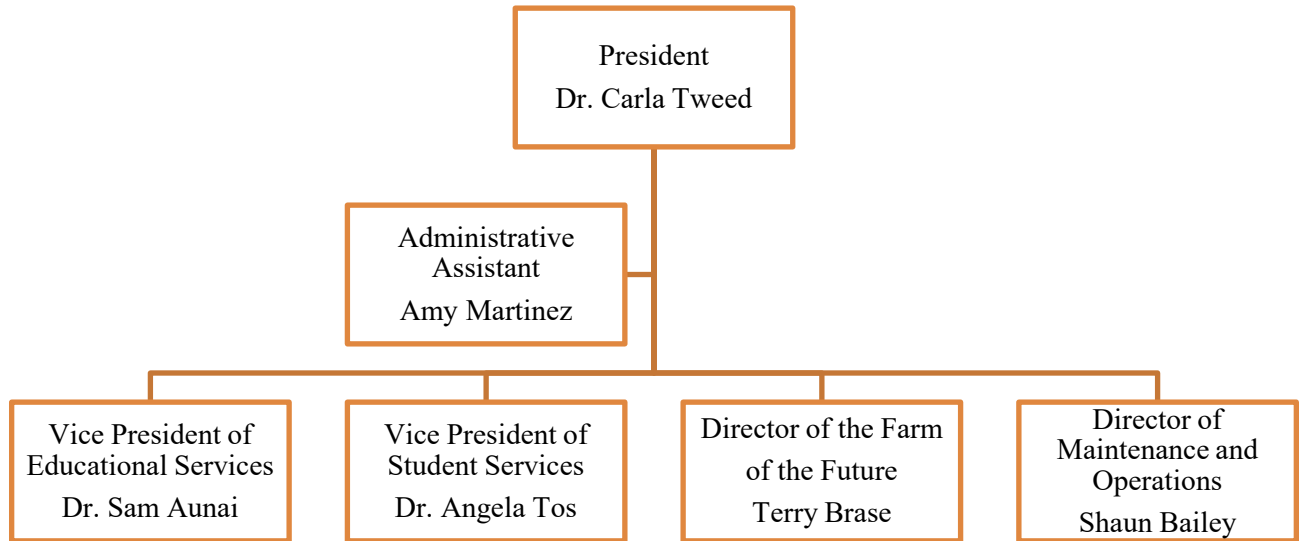
Through IEAC, a timeline for the College’s institutional self-evaluation timeline was established to guide the process in completing the report.

- Fall 2021
 - Organization of accreditation subcommittees
 - Training with ACCJC
- Spring 2022
 - General information/training session with college staff, faculty, managers
 - Review standards, gather evidence, identify gaps, determine areas of improvement.
 - Report/update to college
- Summer 2022
 - Initial draft of report
- Fall 2022
 - Continue to review evidence gathered, gaps, and areas of improvement.
 - Address gaps/deficiencies and determine plans for going forward.
 - Follow up training with ACCJC
 - Review/revise report
 - Continuous report/update to college
- Spring 2023
 - Continuous report/update to college
 - Continue to review/revise report.
 - Share/discuss with Academic Senate, Student Government, College Council
 - First read with the Board of Trustees
- Summer 2023
 - Finalize report.
 - Second read/approval by Board of Trustees

E. Organizational Information

West Hills College Coalinga: President's Office

The rest of the organizational charts for WHC Coalinga can be found in this linked file ([INTRO E.01](#)).



The delineation of roles and responsibilities between the District Office and the college are outlined in the District Function Map. This document is maintained on the District website, and under the WHCCD District Governance Manual is reviewed and updated by the District Leadership Council on a biennial basis ([INTRO E.02](#)).

F. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

West Hills College Coalinga, a public community college, is fully approved by the Board of Governors, California Community Colleges, and other state and federal agencies, and has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published in the West Hills College Coalinga catalog ([INTRO.F.01](#)) and noted on the college website ([INTRO.F.02](#)). West Hills College Coalinga is one of two colleges in the West Hills Community College District (WHCCD), which is locally governed by an elected Board of Trustees.

Eligibility Requirement 2: Operational Status

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

West Hills College (WHC) Coalinga is fully operational and has been in continuous service since 1932, originally called Coalinga College. The college also operates a center in Firebaugh, CA. The college offers a number of associate degree and certificate programs ([INTRO.F.03](#)). All courses, certificates, and associate degrees are posted on the college's website and in the college catalog. The college prepares students for associate degrees, transfer to universities and four- year colleges through its academic programs, as well as for career/workforce readiness through its career technical education programs. Students enroll full and part time in credit programs as well as some non-credit offerings.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

WHC Coalinga offers a wide range of educational programs that lead to associate degrees, certificates, transfer preparation to universities and four-year colleges, and workforce readiness. The associate degree and certificate options are designed to meet varied student needs and goals. As of 2022-2023 academic year, the college offered nine (9) associate in science degrees, seven (7) associate in arts degrees, eight (8) associate in arts for transfer

degrees, seven (7) associate in science for transfer degrees, sixteen (16) certificates of achievement, and eight (8) local certificates ([INTRO.F.03](#)). All associate degrees require at least 60 units and require at least two years to complete.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Dr. Carla Tweed is the current president of WHC Coalinga. Dr. Tweed was appointed by WHCCD Board of Trustees on December 14, 2021 ([INTRO. F.04](#)) and began her service as the president on January 14, 2022. The president serves as the chief executive officer of the college with 100 percent full-time responsibility to the institution and serves under direction of the Chancellor. The president's responsibilities include planning, organizing, coordinating, administering, reviewing, and evaluating "programs for the assigned college and assigned center(s)" ([INTRO. F.05](#)). The president is not a member of the governing board and Commission was notified on January 25, 2022, of the change with Dr. Tweed as the college president ([INTRO. F.06](#)).

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

WHC Coalinga abides by WHCCD Board of Trustees approved policies and procedures on fiscal/finance matters. WHCCD undergoes annual audits performed by external certified public accountants. The external audit firms conduct audits using generally accepted accounting practices and principles. The WHCCD reviews the audit report including findings, exceptions, and recommendations by the external audit firm. The audit is presented and discussed annually during a public meeting of the WHCCD Board of Trustees ([INTRO. F.07](#), [INTRO. F.08](#)).

G. Certification of Continued Institutional Compliance with Commission Policies

WHC Coalinga certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

WHC Coalinga provides an opportunity for the submission of third-party comments through the college website on the accreditation page. Previous copies of decisions and correspondence by ACCJC are kept in the President's Office with information uploaded on the college's accreditation webpage ([INTRO G.01](#)).

Standards and Performance with Respect to Student Achievement

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

WHC Coalinga has established institutional set standards. The college assesses the institutional set standards on their performance and how well they are met. Disciplines/department assess their progress in comparison to institutional set standards as part of the program review process. The college also has identified student success metrics that serves as another measure to determine how the institution is performing in advancing student achievement. The Institutional Research Office produces and provides data reports to assist the college in assessing the progress towards the established institutional set standards as well as student success metrics ([INTRO G.02](#), [INTRO G.03](#)).

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.

WHC Coalinga complies with California Education Code, Title 5, including federal guidelines and common higher education practices for credit hour awarded to courses and programs. The college abides by guidelines and standards as outlined in California Community Colleges Chancellor's Office for Program and Course Approval Handbook-PCAH for credit hours and program requirements for associate degrees and certificates ([INTRO G.04](#)). The college assures that program lengths follow common practices in higher education and has developed Falcon Pathways for each associate degree and certificate that provides a suggested sequence of courses to be taken and the length. The college abides by the standard tuition cost for courses for all California community colleges. Tuition and associated costs are published on the college website ([INTRO G.05](#)).

Transfer Policies

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

WHC Coalinga has established policies and procedures on transfer. The college website and catalog include information on transfer ([INTRO G.06](#), [INTRO G.07](#)). Additionally, college counselors also provide students with details regarding transfer. Standard II.A.10 provides additional details on the college's transfer policies.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The College has specific policies and processes for approval of distance education courses ([INTRO G.08](#)). Details and description of how a course meets the requirement for regular and effective contact and delivery of content is part of the distance education addendum for course outlines of record (Example: [INTRO G.09](#)) and is outlined in Standard II.A.2. Students taking distance education courses are authenticated using their single sign-on process which provides access to the Learning Management System (Canvas). The technology services are appropriate to maintain and sustain distance education offerings at West Hills College Coalinga.

Student Complaints

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

WHC Coalinga abides by Administrative Procedure 5330 Student Rights and Grievances ([INTRO G.10](#)). Student rights, responsibilities, and grievance (complaints) is published on the college catalog ([INTRO G.11](#)). A link to Accreditation Commission for Community and Junior Colleges complaint is on the college website ([INTRO G.01](#)).

Institutional Disclosure and Advertising and Recruitment Materials

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

WHC Coalinga assures the accuracy and clarity of information provided to students and the public about its programs, locations, policies, through the website and College Catalog ([INTRO G.12](#), [INTRO G.13](#)). Accreditation information is published on the college website. Additional information can be found on Standard I.C.1

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 College has standard practices specific to financial responsibility requirements, program record keeping, and accountability. Financial audits are conducted regularly and are presented to the West Hills Community College District Board of Trustees ([INTRO F.07](#), [INTRO F.08](#)). The college abides by requirements for US Dept of Education Title IV. Additional details about compliance with financial requirements can be found on Standard III.D.10 and Standard III.D.15.

Evidence List:

[INTRO E.01](#) WHC Coalinga Organizational Charts

[INTRO E.02](#) Function Map

[INTRO F.01](#) WHC Coalinga Catalog – Accreditation

[INTRO F.02](#) WHC Coalinga Website – Accreditation

[INTRO F.03](#) WHC Coalinga Instructional Programs

[INTRO F.04](#) WHCCD Board Mtg Agenda 12142021

[INTRO F.05](#) College President Job Description

[INTRO F.06](#) ACCJC Notification of WHC Coalinga President

[INTRO F.07](#) 2022 WHCCD Financial Audits-Statements

[INTRO F.08](#) WHCCD Board of Trustees 03-07-23 Meeting Agenda

[INTRO G.01](#) WHC Coalinga Website Accreditation Page

[INTRO G.02](#) WHC Coalinga Institutional Set Standards

[INTRO G.03](#) WHC Coalinga Institutional Set Standards 2023-2024

[INTRO G.04](#) CCCCC PCAH Program-Course-Approval-Handbook

[INTRO G.05](#) WHC Coalinga Website Tuition

[INTRO G.06](#) WHC Coalinga Website Transfer

[INTRO G.07](#) WHC Coalinga 2022-2023 Catalog-Transfer

[INTRO G.08](#) WHCCD Administrative Procedure 4105 Distance Education

[INTRO G.09](#) WHC Coalinga ENG-008 Course Outline

[INTRO G.10](#) WHCCD Administrative Procedure 5530 Student Rights

[INTRO G.11](#) WHC Coalinga 2022-2023 Catalog Student Rights

[INTRO G.12](#) WHC Coalinga 2022-2023 Catalog

[INTRO G.13](#) WHC Coalinga Website Main Page

H. Institutional Analysis

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.

A. Mission

- 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)**

Evidence of Meeting the Standard

The West Hills College (WHC) Coalinga mission describes its broad educational purpose, student population, and commitment to student learning. The mission statement is reviewed regularly by the college. The West Hills Community College District Board of Trustees reviewed the mission statement along with the college's strategic plan on July 27, 2021 during its Study Session ([I.A.1.01](#)).

Mission Statement

West Hills College Coalinga inspires all learners to recognize their potential and achieve their goals through the delivery of high-quality academic instruction, programs, and support services. The college fosters equity and economic mobility by providing the environment to think critically, communicate effectively, and develop leadership skills to support our diverse communities.

With the mission as the foundation, the college is dedicated to the 'relentless pursuit of student success.' WHC Coalinga is committed to students and the communities it serves. The college mission is epitomized through its broad educational purposes and commitment to student learning and achievement by offering foundational learning, transfer programs, and career technical education learning opportunities. The college's learning opportunities include offerings in many disciplines and areas to meet the varied student needs and interests culminating with an associate degree (local or transfer), certificate of achievement, transfer readiness, and/or attainment of workforce certification/skills ([I.A.1.02](#)).

The college's commitment to its mission is further exemplified through its student population. WHC Coalinga is a Hispanic Serving Institution-HSI ([I.A.1.03](#)) and serves a diverse student population from first-generation, English language learners, single parents, and economically disadvantaged backgrounds to full-time working adults and individuals with disabilities. WHC Coalinga also serves individuals who are incarcerated as part of the Rising Scholars and high school students through Dual Enrollment Pathway programs.

Analysis and Evaluation

The mission describes the college's student population of learners seeking high quality academic instruction and programs. The college is committed to student learning by fostering equity and economic mobility to allow students to be able to "think critically, communicate effectively, and develop leadership skills." The mission is exemplified through the educational opportunities the college offers and the vast student population it serves.

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.

Evidence of Meeting the Standard

WHC Coalinga uses data to determine how effectively it is accomplishing its mission and to help direct institutional priorities in meeting the needs of students. The college is committed to the use of data to assess and evaluate the progress of its programs and services, to make changes, to plan, and to make decisions.

Through the various dashboards ([I.A.2.01](#)), data information is accessible to the college regarding the status of its programs and services and specifically student achievement. The Student Success Committee has established metrics ([I.A.2.02](#)) to help track the progress of students at the college in areas such as: attempted and completed transfer math and English courses by the end of year one, fall to spring persistence, comprehensive education plan by the end of year one, FAFSA on file by the end of term one, Pell recipient by the end of year one, and zero credits completed by term one. Data on the metrics are reviewed and discussed at each Student Success Committee meeting with actions and plans for moving forward. Aside from the student success metrics, the college also uses program review as another mechanism to determine how effectively it is accomplishing its mission. Through the program review, examination of how program/department is in alignment with the college mission, assessment of progress towards addressing the identified goals from the prior program review, and analysis of data to determine progress is part of the process.

Data elements related to course success rate (based on demographics and mode of delivery), program completion (associate degree, certificate), labor market information and Carl Perkins core indicators (for career technical education), outcomes assessment, etc. are reviewed and assessed to determine progress, gaps, and areas of improvement. Through the review of the data and programmatic progress, plans for improvement are determined with goals and resources identified to ensure continual alignment with the institutional mission in meeting the educational needs of students ([I.A.2.03](#)). The college has established institutional set standards for course success, degree and certificate attainment, transfer, and job placement ([I.A.2.04](#)). The standards are reviewed and assessed to determine goals and/or plans for improvement. Additionally, the college also solicits feedback and input from students on ways to support and improve services. Through surveys ([I.A.2.05](#)) and campus forums, student input is generated to help identify gaps and services to be provided.

Analysis and Evaluation

Through various institutional data (e.g., student success metrics, program review, student

feedback, etc.), the college can determine how effectively it is accomplishing its mission and in directing institutional priorities to meet the educational needs of students. The college is committed to the use of data to assess progress and to make decisions for improvement.

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

Evidence of Meeting the Standard

The WHC Coalinga mission guides the work of the college to support student learning and achievement. The college mission guides educational master planning, strategic planning, and other key planning documents and efforts ([I.A.3.01](#)), ([I.A.3.02](#)). To assure continual alignment with the college mission, governance committee purposes, charge, and deliverables are approved by college council.

Aside from governance committee alignment and institutional planning, a key element to ensure alignment with college mission and resource allocation is through program review ([I.A.3.03](#), [I.A.3.04](#)). College areas (instruction and non-instruction) complete program reviews regularly. For instructional areas, comprehensive program reviews are completed every four years (every two years for career technical education) and three years for non-instructional areas. A review how programs are aligned with the college mission, analysis of applicable data (e.g., student achievement-course success, associate degree/certificate awards, learning outcomes), identification of gaps and areas of improvement are part of the program review process. Additionally, plans and goals to address gaps and improve services as well as identification of resource needs are also elements of program reviews. This is to assure alignment with college mission and purposes.

The data analysis, gaps, goals, plans for improvement, and resource needs identified in program reviews are vetted by the Program Review (PR) Committee. Upon approval by the PR Committee, program reviews are shared with the Budget Resources Committee-BRC for further analysis. Through the information provided in the program review, the BRC will prioritize resource needs based on a rubric ([I.A.3.05](#)). A prioritize list of resource needs is presented to the College Council for its consideration. The College Council ([I.A.3.06](#), [I.A.3.07](#), [I.A.3.08](#)) will review the information provided by BRC to make recommendations on resource allocation to the college president. The college president will review the budget recommendation and will use the information to propose budget priorities for the college. These college budget priorities will then be presented to the district for further consideration. This process is to ensure that institutional programs and services are aligned with the college mission to advance student achievement.

Analysis and Evaluation

Program review is a key element in assessing alignment of institutional programs and services to the mission. Through the program review process, analysis of programmatic progress is conducted, plans for improvement are determined, and resource allocation needs are presented. This process is to ensure continual alignment with institutional mission and strategic priorities. The college mission guides all aspects of institutional programming. The mission informs

college process and operations and guides program review process and therefore, is a driving force in resource allocation and goal setting for improvement.

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)

Evidence of Meeting the Standard

The West Hills College mission and values are reviewed regularly by the college. The most recent review of the college mission occurred during the 2020-2021 academic year. The 2020-2021 review of the mission and values resulted in a revised mission statement. The revised mission statement included the incorporation of equity and economic mobility to reflect the community the college serves and the role it plays in advancing student learning. The mission statement was reviewed by the West Hills Community College District (WHCCD) Board of Trustees on July 27, 2021 ([I.A.4.01](#)). The mission statement is widely publicized and is featured on the college website ([I.A.4.02](#)), the catalog ([I.A.4.03](#)), and in key planning documents such as education master plan, strategic plan, and enrollment management plan ([I.A.4.04](#)).

Analysis and Evaluation

The College reviews its mission on a regular basis. It is reviewed by the WHCCD Board of Trustees and is widely publicized.

Conclusions on Standard I.A: Mission

West Hills College Coalinga's mission serves as the foundation and guide for the institution. The college is committed to its mission with a focus on providing high-quality academic instruction, programs, and support services to advance student achievement. The college uses data to determine if it is accomplishing its mission. College programs and services are consistent with the institutional mission as exemplified through program reviews. The mission is periodically reviewed and is widely publicized.

Improvement Plan(s)

None

Evidence List

[I.A.1.01](#) WHCCD Board of Trustees Study Meeting

[I.A.1.02](#) Catalog, (72-73)

[I.A.1.03](#) Hispanic Servicing Institution Letter

[I.A.2.01](#) Example of Data Dashboards

[I.A.2.02](#) Student Success Metrics

[I.A.2.03](#) Sample Program Review CRPSCI

[I.A.2.04](#) Institutional Set Standards

[I.A.2.05](#) Satisfaction Survey Results Dashboard

[I.A.3.01](#) WHC Coalinga Education Master Plan 2022

[I.A.3.02](#) WHC Coalinga Strategic Plan 2021-2026
[I.A.3.03](#) Program Review Instructional (Template)
[I.A.3.04](#) Program Review Non-Instructional (Template)
[I.A.3.05](#) Prioritization Allocation Rubric
[I.A.3.06](#) College Council 03-17-23 Agenda
[I.A.3.07](#) Allocation Requests Ranked 2023
[I.A.3.08](#) Staffing Requests Ranked 2023

[I.A.4.01](#) WHCCD Board of Trustees Study Meeting Minutes 07-27-21
[I.A.4.02](#) Mission on Website
[I.A.4.03](#) Mission on Catalog
[I.A.4.04](#) WHC Coalinga Strategic Enrollment Management Plan 2023-2026

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

WHC Coalinga engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement through its governance structures, committees, and campus dialogues, and learning opportunities.

In the Participatory Governance and Integrated Planning Manual 2022-2023 ([I.B.1.01](#)), the college has outlined the timelines and deliverables for the review of various programs, processes, and efforts to assure sustained, substantive, and collegial dialogue on institutional effectiveness. Some of the timelines and processes have been revised to reflect changes needed for improvement as outlined in the Participatory Governance and Integrated Planning Manual 2022-2023. Two examples include:

- Governance committee self-evaluation are completed in April and submitted in May to the college council for review ([I.B.1.02](#)).
- Program reviews are due in Fall semester ([I.B.1.03](#))

Dialogue and discussions related to student learning take place in various formats. For example, the Curriculum Committee, a subcommittee of the Academic Senate, “supports the governance and mission of the college by ensuring and preserving the academic integrity and quality of all courses and programs offered.” The Committee works to ensure that curricular requirements and standards are met as “derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design.” This is done in part by reviewing existing and proposed curricula, reviewing curricular proposals to ensure compliance and alignment with the college mission, as well as serving as a

forum for innovation in teaching and learning ([I.B.1.04](#)). For example, the Associate in Arts for Transfer Degree in Elementary Teacher Education review by the Curriculum Committee on October 5, 2022 ([I.B.1.05](#)). Through this process, the college works to provide another avenue for ensuring academic quality, institutional effectiveness, and collegial dialog on student learning and achievement. The Student Learning Outcomes Committee, also a subcommittee of the Academic Senate, works to coordinate and support the student learning outcomes development and assessment ([I.B.1.06](#)). Through the committee, the faculty each semester completes a reflection form that focuses on assessment method and results of the assessment with areas of improvement. Through the ‘reflection forms’ faculty members can reflect, review, and assess outcomes results as another way to help assure academic quality ([I.B.1.07](#)).

In addition to the work of the faculty, the college also works through and with the various committees to assure institutional effectiveness and continuous improvement. For example, the Student Success Committee, a governance committee of the college, works to support the mission of the institution by developing and facilitating actions to improve student achievement. The committee has developed student success metrics in elements such as attempted and completed Math and English in first year of enrollment, fall to spring persistence, comprehensive education plan by the end of first year, and having a FAFSA on file by the end of the first term of enrollment ([I.B.1.08](#)). Through these metrics, the committee can track and monitor progress, identify areas of concern, and design actions to be taken to advance student learning. ([I.B.1.09](#)). The committee has also developed a Student Equity Plan as required by the California Community Colleges Chancellor’s Office to address and advance the student equity work at the college ([I.B.1.10](#)). Through this committee, the college ensures there is sustained and substantive dialogue about institutional effectiveness, student equity, and student achievement.

Aside from committee dialogue, the college also engages in learning opportunities to further the conversation on student outcomes, student equity, and student achievement. The college facilitates learning activities through the faculty flex-day and professional development day at the beginning of each semester. Topics discussed and shared vary from curriculum and student learning outcomes to distance education and student support services. The college has also engaged in dialogue related to equity ([I.B.1.11](#), [I.B.1.12](#)). In summer 2021, the college worked with its Achieving the Dream coach to facilitate and deliver a two-day learning event on student equity. College personnel who attended this training were able to learn about practices to advance student equity. Faculty members were also able to review student data and assess it from an equity context. The college plans to continue its work with Achieving the Dream to further advance student equity to ensure continuous improvement.

Analysis and Evaluation

WHC Coalinga engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Through its committees, learning events, curricular processes, institutional plans such as the Student Equity Plan, professional learning opportunities, and related efforts, the college continues to work to advance student learning and achievement.

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

Evidence of Meeting the Standard

The college has defined student learning outcomes for instructional disciplines/programs as well as for student support services. Student learning outcomes are assessed based on a cycle and timeline ([I.B.2.01](#)). For instructional programs, assessment is continuous based on this cycle. Similarly, for student support services, assessment of outcomes is part of the continuous cycle of assessment. Student learning outcomes and assessment results are stored in eLumen ([I.B.2.02](#)). As part of the assessment process, the faculty convene each semester to review the student learning outcomes assessment ([I.B.2.03](#)). Additionally, faculty complete a “reflection form” on lessons learned and identify plans for improvement ([I.B.1.07](#)). Assessment of learning outcomes is also part of the program review process for instructional ([I.B.2.04](#)) and non-instructional areas ([I.B.2.05](#)). For example, the Student Services Department 2022 Program Review included an analysis of its administrative unit outcomes ([I.B.2.06](#)). As a result, the department found that it met four of its six outcomes. The department recognized that it needs to do a “better job of supporting” the staff in achieving the outcomes. As such, the department plans to collect additional data to find out the types of support needed to achieve the outcomes. This is to ensure that outcomes assessment is part of the holistic approach to determine progress and to develop plans for improvement.

Analysis and Evaluation

The college has defined student learning outcomes for its programs (instructional and student and learning support services). Outcomes are assessed based on a cycle and timeline. Outcomes are also analyzed and assessed as part of the program review process. In review of outcomes, it was found that not all of outcomes are current nor listed in the catalog for each instructional program. Therefore, the college will ensure that all programs have the applicable learning outcomes listed in the upcoming catalog. Additionally, there is need to elevate outcomes assessment work to assure documented changes and action to further advance student achievement. Therefore, the college plans to facilitate learning sessions on outcomes and program reviews as another vehicle to communicate and publish related information.

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)

Evidence of Meeting the Standard

The college has established institutional set standards for student achievement appropriate to its mission. Specifically, course success, degrees awarded, certificates awarded, transfer to four-year institutions, licensure pass rate, and job placement ([I.B.3.01](#), [I.B.3.02](#)). The college assesses institutional set standards on how well it is achieving them and publishes this information through the website. The college's ISS review cycle include:

- Dialogue – Review of ISS by governance committees
- Assessment – Review and assess ISS progress by Learning Areas and the Academic Senate. This includes completion of worksheets with data specific information.
- Publication – Review of ISS progress by Institutional Effectiveness and Accreditation

Committee (IEAC) and adoption by the college Council. Submission via ACCJC Annual Report

Additionally, analysis of how programs are meeting institutional set standards is part of the program review process ([I.B.3.03](#)). Specifically, program review asks, “how is the program specific data compare to the institutional set standards?” If programmatic rates are lower than ISS, program improvement plans are put in place to address them. For example, the 2022 Administration of Justice Program Review discussed how the program was progressing in comparison to the institutional set standards and how well it was working to achieve them ([I.B.3.04](#)).

Analysis and Evaluation

The college has developed institutional set standards through a process of dialogue and deliberations. Assessment and publication are part of the college review cycle for institutional set standards for the college.

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

Evidence of Meeting the Standard

The use of assessment data is fundamental to programs and services offered at West Hills College Coalinga to advance student learning and student achievement. The college uses assessment data to organize plans to support student learning. For example, the Student Equity and Achievement SEA Program ([I.B.1.10](#)) based on data analysis found there was a completion gap of 13.5% for Hispanic students in transfer English and Math in comparison to other student groups. Therefore, to address this gap, the college will provide outreach to feeder high schools to increase enrollment in English and Math, initiate outreach and in-reach activities to increase awareness, and to maintain the Puente Program offerings in English courses.

To further understand needs and to advance student achievement, the college also assesses its learning outcomes. Learning outcomes are assessed for instructional and non-instructional areas regularly on an established cycle. Instructional and non-instructional areas are expected to review assessment results and achievement data and to determine actions needed for programmatic changes and improvement. Additionally, through the college's comprehensive program review process, outcomes and data analysis is a key element in assessing course success by mode and location of delivery, program completion (associate degree, certificate), and student learning outcomes. The gaps, areas for improvement, and needs are identified through program review form the basis for programmatic improvement/changes. In the 2021 sociology discipline program review, data indicated that the overall course success rate in sociology classes met and/or exceeded the institutional set standards. However, there was still room for improvement, especially in older students (ages 25 to 29 years and 50 years plus) where the course success was lower than compared to students in other age groups. African American and Hispanic students had lower course success than students in other ethnicity groups. Therefore, part of the goals for sociology was to increase the overall success of African American and Hispanic students by providing tutoring and support services as well as inviting speakers/presenters from the various fields, backgrounds, and under-represented groups to

speak in the sociology classes ([I.B.4.01](#)).

In addition to programmatic changes/improvement, program reviews also form the foundation for requesting support through the college's resource allocation process. The college's resource allocation process is primarily centered around program review. From program review, requests are formed based on needs identified and then forwarded to the budget resources committee for review and prioritization. This prioritization is then shared with the College Council for review and recommendations to the college president for consideration in the upcoming year's budget ([I.B.4.02](#), [I.B.4.03](#)).

Analysis and Evaluation

WHC Coalinga has identified student learning outcomes and assessment these learning outcomes based on an established cycle. The college broadly uses assessment data to determine progress, facilitate institutional processes and planning to support student learning and achievement. However, the college understands that it needs to strengthen and improve upon the use of assessment data to materialize documented changes to support and advance student learning and student achievement.

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation 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.**

Evidence of Meeting the Standard

WHC Coalinga assesses the accomplishment of its mission through evaluation of goals and objectives, student learning outcomes, and student achievement through program review. Institutional data is disaggregated for analysis by program type and mode of delivery.

The required elements of the college's program review include ([I.B.2.04](#)):

- I. Discipline/Area/Department Overview: Review of alignment to the college mission and population the discipline/area/department services. Description of major accomplishment and report on the progress of goals from the prior program review.
- II. Outcomes and Data Analysis: Analysis/review of course success rate (disaggregated by mode of delivery, location, and demographics, and by discipline) and comparison to institutional set standards, analysis of program completion (associate degree/certificate awards) by program and comparison to institutional set standards, and student learning outcomes assessment analysis.
- III. Curriculum Analysis: Review of the currency of courses and programs (associate degrees/certificates)
- IV. Professional Development and Community Engagement: Review of professional learning activities and outreach to community
- V. Program Plans and Goals: Identification of goals based on gaps and areas of improvement. Goals need to be in alignment with strategic goals for the college to ensure alignment to the mission.
- VI. Resources/Budget: Identification of resources/budgetary needs in connection with the

goals identified in program review.

Aside from program review, the college also uses institutional data to develop and implement actions for improvement. Disaggregated student achievement data by race/ethnicity, course success, and completion was used to develop the college Student Equity and Achievement (SEA) Program SEA plan ([I.B.5.01](#)). An area of improvement identified in the plan was “retention” especially with male students. One of the SEA Plan goals is to narrow the existing gap of 14.3 percent by year three between males and all other students by four percent. To address this gap, the college will implement registration workshops for returning students and explore establishing a male mentorship program. The college is also continuously engaged in outcomes assessment. Each instructional and non-instructional learning area assesses its outcomes regularly based on an established cycle. Results of assessment are discussed and used to determine actions for improvement. For example, each semester, faculty complete a reflection report on their outcomes including any lessons learned and plans for improvement based on the assessment results ([I.B.5.02](#), [I.B.5.03](#)).

As part of continuous improvement and institutional effectiveness, the college conducts a self-assessment of its governance committees on how well it is aligned to the College Council and in meeting committee purposes to advance student achievement. Through this self-assessment process, committees identify areas of improvement and develop plans for the following year. A report is submitted annually to College Council for review with recommendations for further actions. In prior years, the reports were submitted by the Institutional Effectiveness and Accreditation Committee (IEAC) as part of its annual report presented to the College Council that contained recommendations for improvement for governance committee effectiveness ([I.B.5.04](#)). For example, in the 2022 IEAC annual report, it recommended that the governance committees ([I.B.5.05](#)):

- Review progress/status of progress including timelines towards committee goals and development of outputs.
- On-board/remind members of purpose and charge of committee.
- Solicit feedback from members on the progress of the committee including agenda items for discussion to advance committee purpose in support the college mission.
- Ensure that members have sufficient time to review committee agendas and materials.
- Members to come prepared for committee meetings.
- Update the committee page/portal, as necessary.
- Ensure there is a closing of the loop with actions, goals, etc.

As a result, much of these recommendations have been incorporated into the WHC Coalinga Participatory Governance and Integrated Planning Manual 2022-2023 as noted on pages 8-9 ([I.B.5.06](#)). IEAC also recommended that the “college council to review, determine, and clarify those functions and roles that are institution wide that are under its purview vs. those that are specific to IEAC and/or other governance committees.” There was a general sense from IEAC that many of the institution wide effectiveness functions should be the purview of College Council. Given the desire to assure that governance committees were working towards effectiveness, a change was made in the 2022-2023 academic year, in which, each governance committee submitted their own annual report to the College Council. Examples of 2022-2023 annual reports include: Technology Committee ([I.B.5.07](#)), Student Success Committee

([I.B.5.08](#)), and Professional Development Committee ([I.B.5.09](#)). Each report provided a summary progress on goals and actions, a review of committee self-assessment results including themes, and an outline of plans for improvement.

Analysis and Evaluation

The college has a comprehensive program review process to assess accomplishment of its mission through evaluation of goals and objectives, student learning outcomes, and student achievement. Instructional and non-instructional areas conduct program reviews every four (two years for career technical education) years for instruction and every three years for non-instruction. This process helps the college to determine progress in achieving goals and making plans for improvement.

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.

Evidence of Meeting the Standard

WHC Coalinga disaggregates student and college level data in order to analyze student achievement. Through the Institutional Research Office, various dashboards have been developed and employed with disaggregated data for on-going and continuous analysis.

Dashboards examples include:

- **Completion:** The completer dashboard provides details of awards issued each year. The completer dashboard can be disaggregated by program type, award type, demographic specifically ethnicity, age, gender, high school dual enrollment, etc. ([I.B.6.01](#)).
- **Cohort Momentum Metrics:** The dashboard tracks and monitors student momentum points and outcomes metrics by cohort (year of first entry to the college) based on units attempted, orientation, persistence, completion of 24 and 30 plus degree applicable units, year one and two course success rates, etc. The data can be disaggregated by race/ethnicity, gender, age, major, etc. ([I.B.6.02](#)).
- **Student Success Metrics:** As part of the college's guided pathways and student achievement work, West Hills College Coalinga has identified core student success metrics to monitor progress. These include attempted transfer English and math in year one, completion of transfer English and math in year one, comprehensive education plan in year one, and FAFSA on file by end of term one. These can be disaggregated by age, gender, race/ethnicity, major, first-generation college student, prior dual enrollment status, veteran status, economically disadvantaged, first term, etc. ([I.B.6.03](#)).
- **Course Success Enrollment:** The dashboard provides an in-depth look at the success of students at completing classes on length, location, and mode of delivery. This information allows the college to assess, plan, and change class scheduling patterns to meet student needs ([I.B.6.04](#)).

Through the various dashboards, plans are reviewed, strategies are developed, and progress assessed. With the focus on students to complete their English and transfer math within the first year of enrollment, the college has developed curricular (Falcon) pathways ([I.B.6.05](#), [I.B.6.06](#)) aimed at accelerating student achievement. The Falcon pathways outline the classes (major and

general education) to be taken by semester, suggested sequence for when classes should be taken, along with a “to-do list” of things students are recommended to do to help them track their progress towards completion.

Additionally, through the program review process, student data (course success, awards) is disaggregated by age, gender, ethnicity/race, location of course, and mode of delivery. Gaps and areas of improvement are identified based on the data with goals and plans to address them. From the program review, resource needs are identified which are used to inform resource allocation for the college. For example, the 2020 Dual Enrollment/Early College Program Review identified staffing needs (pages 41-44). The program requested an advising specialist to aid with outreach, recruitment, orientation, and check-ins ([I.B.6.07](#)) as another way “to improve success, retention, and persistence” of dual enrollment students. As a result, the college was able to set aside general funds in the 2021-2022 academic year for a full-time advising specialist in the program.

Student learning outcomes are assessed by faculty based on an identified cycle. Similarly, service unit learning outcomes and administrative learning outcomes are also assessed by non-instructional areas based on an established cycle. Outcomes are also analyzed as part of the program review process. The outcomes assessment as well as student achievement data and non-instructional data are used as part of the overall data analysis to determine overall gaps and areas of improvement for each area.

Analysis and Evaluation

The college disaggregates data and uses the information for analysis of student achievement and outcome. Through several college and student achievement dashboards and program review, the college uses this information to analyze progress, develop plans, make changes, and determine resource allocation to advance student success. While the college incorporates analysis of outcomes as part of its process, it needs to strengthen the closing of the loop with outcomes assessment with changes made in non-instructional and instructional areas including courses, certificates of achievement, associate degrees, programs, and services. The college also needs to strengthen how outcomes further inform institutional planning and institutional priorities. The college will create opportunities for sharing and learning about program review and outcomes themes, plans for improvement, and changes made based on data assessment.

- 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.**

Evidence of Meeting the Standard

WHC Coalinga 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.

For districtwide policies and procedures, the college participates in the regularly participates in

the review of board policies and administrative procedures through College Council. Board policies and administrative procedures up for review are placed on the College Council agenda where council members made up faculty, classified staff, students, and management have an opportunity to review changes and make recommendations ([I.B.7.01](#), [I.B.7.02](#)). Through the participatory governance process, the college regularly evaluates its practices and makes changes as needed. For example, the program review and resource allocation timeline was changed to reflect a desire to be in alignment with district budget planning process. This change was incorporated in the Integrated Planning and Governance Manual 2022-2023 ([I.B.1.03](#)).

College governance committees review their respective charges each year and to make recommendations for change to College Council for approval. For example, the Student Success Committee made some changes to its charge and membership during Fall 2022 ([I.B.7.03](#)). Additionally, governance committees also conduct annual self-evaluation to determine alignment with the College, progress with the work, and committee effectiveness. These results are discussed within each governance committee and plans are made to address areas of improvement. For example, with Technology Committee, the self-evaluation revealed a need to develop a handbook to assist with communicating process and other deadlines for the committee ([I.B.5.07](#)). Aside from committee evaluation, instructional and non-instructional areas conduct program reviews. The program reviews provide an opportunity for areas to assess alignment to college mission, evaluate student achievement and learning outcomes data, determine progress, identify gaps, develop plans, and identify resources that may be needed to support student achievement.

Analysis and Evaluation

WHC Coalinga regularly evaluates its policies and practices across all areas, 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 through governance structures, college council, program reviews, and department review.

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.

Evidence of Meeting the Standard

WHC Coalinga broadly communicates the results of its assessment and evaluation activities so that the institution has a shared understanding of its strengths, weaknesses, and sets appropriate actions. Through the participatory governance process, the college uses this as one of the avenues to communicate assessment and evaluation activities. For example, the program reviews include an analysis and evaluation of student achievement and learning outcomes data, identification of gaps, and development of plans for improvement. Program reviews are discussed within the committee and shared with the Budget Resources Committee and with the College Council. This process allows for the college to identify needs and determine resource priorities ([I.B.8.01](#), [I.B.8.02](#)).

Another way the college has communicated results of assessment is through the review of

institutional set standards. The college through the different learning areas, Academic Senate, and Institutional Effectiveness and Accreditation Committee-IEAC, review the data related to institutional set standards and discuss necessary goals for the College. Institutional set standards are finalized within College Council. Data related to institutional set standards is shared with constituents through the learning areas, Academic Senate, IEAC, and College Council., this information is also published on the college website ([I.B.8.03](#), [I.B.8.04](#)).

Through the Institutional Research Office, the college is also able to communicate broadly student achievement data to ensure there is a shared understanding of data for purposes of planning and in setting priorities. Aside from student achievement data, the college also conducts and communicates the results of surveys to the campus, for example, in Fall 2021 and Fall 2022 with 55 and 71 students responding to each year respectively. The satisfaction survey asked the students to rate and provide comments on the services the college offers such as counseling, financial aid, admissions and records, library, maintenance and facilities, food services, and basic needs. The surveys are available on the survey data dashboard and discussed with the Student Success Committee on Feb 22, 2023 ([I.B.8.05](#), [I.B.8.06](#)).

Analysis and Evaluation

The College broadly communicates the results its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities through governance committees and structures, program review, and website.

- 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)**

Evidence of Meeting the Standard

WHC Coalinga engages in continuous, broad based, systematic evaluation and planning. Through the program review process, governance committee self-evaluation, Integrated Planning and Governance Manual Review, are a few of the ways the college is continuously engaged in broad-based and systematic evaluation and planning.

Program reviews include review of progress based on prior goals, an analysis data and learning outcomes assessment, identification of gaps, and development of plans for improvement. Comprehensive program reviews are conducted regularly with instructional (every 4 years, 2 years for career technical education areas) and non-instructional programs (every 3 years). Program reviews allow the college to conduct systematic evaluation of its work and determine plans for improvement. For example, the 2022 Biology Program Review identified gaps and plans for improvement to advance student achievement ([I.B.9.01](#)).

- **Gap/Area of Improvement:** African American and Hispanic students had lower success rates in comparison to other ethnicities/races (59% success rate for African American and 66% for Hispanic compared to 87% for Asian and 71% for white non-Hispanic students.

- Goal/Plan for Improvement: Utilize more open education resources/reduced cost material, Early Alert. Increase use of cultural imagery and relevancy and access to study materials.
- Resources/Budget: Include in part – purchase of materials including anatomy models, human torso models, etc. to provide more realistic life skills and hands-on learning for students.
- Staffing: Lab Technician to assist with set up/prepare labs in order to allow faculty more time to work with students.

Both the 2022 Biology and Chemistry program reviews noted the need for a technician to assist with the lab preparation and maintenance of supplies to allow faculty more time to work with students ([I.B.9.01](#), [I.B.9.02](#)). From program review, this was reviewed and ranked by Budget Resource Committee and presented to College Council and to the college President. The science lab technician was one of the positions that was included in the President's recommended budget, which was approved through district processes to hire in the 2023-2024 academic year ([I.B.9.03](#)). As evident in this example, program reviews are integral to institutional planning to address both short- and long-term goals for staffing, educational programs, materials, and support services.

Aside from changes that arise through the program review process, the Integrated Planning and Governance Manual serves as a guide to planning and integration for the college. During the 2022-2023 academic year, the college engaged in review of its current structures and made some changes as result. For example, the program review and budget resource timeline and processes were revised to reflect the need to be consistent with district planning processes ([I.B.1.03](#)). In addition to program review and resource allocation, the college engages in continuous broad-based planning in many facets and areas to advance student success. For example, the development of the college's Student Equity and Achievement (SEA) Program involved faculty, management, and staff in developing goals and strategies to advance student achievement and equity ([I.B.1.10](#)).

Analysis and Evaluation

The college engages in continuous, broad based, systematic evaluation and planning through its governance structures and processes. The college also integrates program review, planning, and resource allocation to address short- and long-term needs for educational programs and services and for human, physical, technology, and financial resources. In review of its process and operations, the college recognized that it needs to strengthen the connection and integration of program reviews and plans with institutional planning and priorities with resource allocation. Therefore, the college has made some changes to improve the connection between program review, budgeting, and resource allocation including revising its processes related to program review and budgeting as part of continuous improvement. Going forward, the college will have program reviews (annual and comprehensive) due in October during the Fall semester. The annual October due date for program reviews is to i) ensure consistency, ii) assure institutional priorities including resource allocation are based on program reviews and identified areas of improvement, iii) assure continual alignment with college mission, iv) formulate budgets and plans that are integrated and holistic.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

WHC Coalinga is committed to academic quality and institutional effectiveness. The college has defined processes and procedures to assure academic quality, institutional effectiveness, and continuous improvement. There are formal structures such as committees and areas/departments where sustained dialogue on student achievement and outcomes takes place. There are defined student learning outcomes and processes for the assessment of outcomes. WHC Coalinga assesses the accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. The college disaggregates, reviews, analyses student achievement data to further determine progress and possible areas of improvement.

Improvement Plan(s)

Through this process, WHC Coalinga has found some areas that need to be strengthened and improved to further advance student achievement and the institutional mission. These areas include in part:

- Assure that all instructional programs (associate degrees, certificates) have current program outcomes and are noted clearly on the college catalog.
- The need to strengthen the closing of the loop with outcomes assessment with changes made in non-instructional and instructional areas including courses, certificates of achievement, associate degrees, programs, and services.
- To strengthen how outcomes further inform institutional planning and institutional priorities.
- To create opportunities for sharing and learning about program review and outcomes themes, gaps, plans for improvement, and changes made.

Evidence List

[I.B.1.01](#) WHC Coalinga Participatory Governance and Integrated Planning Manual 2022

[I.B.1.02](#) WHC Coalinga Governance Committee Self-Evaluation

[I.B.1.03](#) WHC Coalinga Integrated Planning, Program Review - Budget

[I.B.1.04](#) WHC Coalinga Curriculum Committee Handbook 2022

[I.B.1.05](#) WHC Coalinga Curriculum Committee Meeting Agenda 10-05-2022

[I.B.1.06](#) WHC Coalinga Student Learning Outcomes Handbook 2022 2023

[I.B.1.07](#) Course Student Learning Outcomes CSLO Reflection Template

[I.B.1.08](#) WHC Coalinga Student Success Metrics

[I.B.1.09](#) Student Success Committee Meeting Minutes 02-08-2023

[I.B.1.10](#) WHC Coalinga 2022-25 Student Equity Plan

[I.B.1.11](#) Spring 2023 Flex Day Agenda

[I.B.1.12](#) Spring 2023 Professional Development Day Agenda

[I.B.2.01](#) Student Learning Outcomes Cycle - Spring 2023

[I.B.2.02](#) eLumen Outcomes Module-Platform

[I.B.2.03](#) SLO Assessment Day Spring 2023

[I.B.2.04](#) WHC Coalinga Instructional Program Review Template, SLO p.3-4

[I.B.2.05](#) WHC Coalinga Non-Instructional Program Review, Outcomes p.2

[I.B.2.06](#) Student Services Program Review 2022, p.7-9

[I.B.3.01](#) WHC Coalinga Institutional Set Standards
[I.B.3.02](#) WHC Coalinga Institutional Set Standards 2023-2024
[I.B.3.03](#) WHC Coalinga Program Review - Instructional Program with Instructions page 3
[I.B.3.04](#) Administration of Justice Program Review 2022, page 2

[I.B.4.01](#) Sociology Program Review 2021, p. 16-17
[I.B.4.02](#) WHC Coalinga College Council Meeting Agenda 03-03-2023
[I.B.4.03](#) Budget Request Ranked 2022-2023

[I.B.5.01](#) WHC Coalinga 2022-2025 Student Equity Plan, Retention
[I.B.5.02](#) SLO Reflection English
[I.B.5.03](#) BIO Reflection
[I.B.5.04](#) IEAC Annual Report 2021
[I.B.5.05](#) IEAC Annual Report 2022
[I.B.5.06](#) Integrated Planning & Resource Allocation Annual Timeline
[I.B.5.07](#) WHC Coalinga Technology Committee Annual Report 2022-2023
[I.B.5.08](#) WHC Coalinga Student Success Committee Annual Report 2022-2023
[I.B.5.09](#) WHC Coalinga Professional Development Committee Annual Report 2022-2023

[I.B.6.01](#) Degree and Certificate Completion Dashboard Data
[I.B.6.02](#) Cohort Momentum Metrics Dashboard
[I.B.6.03](#) Student Success Metrics Dashboard
[I.B.6.04](#) Course Success Dashboard
[I.B.6.05](#) History AAT Degree Falcon Pathway
[I.B.6.06](#) Child Development Teacher Certificate Falcon Pathway
[I.B.6.07](#) Dual Enrollment Program Review 2020

[I.B.7.01](#) WHC Coalinga College Council Agenda 02-03-2023
[I.B.7.02](#) WHC Coalinga College Council Meeting Minutes 03-03-2023
[I.B.7.03](#) College Council Meeting Minutes 10-21-2022

[I.B.8.01](#) Budget Resources Committee Minutes 03-06-2023
[I.B.8.02](#) College Council Meeting Minutes 03-17-2023
[I.B.8.03](#) College Council Meeting Agenda 05-22-2023
[I.B.8.04](#) WHC Coalinga Institutional Set Standards 2023-2024
[I.B.8.05](#) Satisfaction Survey Results Coalinga and Firebaugh Fall 2022
[I.B.8.06](#) Student Success Committee Meeting Agenda 02-22-2023

[I.B.9.01](#) Biology Program Review 2022
[I.B.9.02](#) Chemistry Program Review 2022
[I.B.9.03](#) 2023-2024 Resource Allocation Summary

C. Institutional Integrity

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)

Evidence of Meeting the Standard

The WHC Coalinga catalog provides students, personnel, and the public with information about college's mission, educational programs, learning outcomes, accreditation, and student services ([I.C.1.01](#)). The college website provides the students, personnel, and the public about the college's mission, vision, educational programs, learning outcomes, and student support services ([I.C.1.02](#)). The website also provides students and the public with information on the college's accreditation status.

The college has also developed different materials to share and inform students and the public about its educational programs and student support services. For example, the college has developed curricular maps also known as Falcon Pathways for its associate degree and certificate of achievement programs that outline the requirements and the recommended course sequence by semester. Each Falcon Pathway is intended to “clarify the path” for students as they begin their educational journey at WHC Coalinga ([I.C.1.03](#), [I.C.1.04](#)). Additionally, information about student support services is provided to all faculty to be shared with students in their respective classes each semester ([I.C.1.05](#)). Student support services are available on the college website ([I.C.1.06](#)). The student support services resources are intended to provide current and prospective students with the information and resources necessary to stay on their educational path at WHC Coalinga.

Analysis and Evaluation

The college assures clarity, accuracy, and integrity of the information is provided to students, prospective students, personnel, and all persons or organizations related to its mission, learning outcomes, educational programs, and student support services. This is done primarily through the college catalog and the website and key college planning documents such as the Strategic Plan and Education Master Plan. Information about the college's accreditation status is also provided to students and the public on the website.

- 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).**

Evidence of Meeting the Standard

The WHC College Coalinga catalog contains information required in accordance with Accrediting Commission for Community and Junior Colleges (ACCJC) requirements. The catalog provides current and prospective students with information on college mission, vision, and values. Specifically, the college catalog provides information about:

- Educational programs (associate degrees and certificates), program learning outcomes, courses, general education requirements, academic records, grading standards, graduation requirements, transfer, and academic calendar are also included.
- Information pertaining to admission requirements, tuition, fees, attendance policy,

student services, student life, student rights and responsibilities is included ([I.C.1.01](#)).

Analysis and Evaluation

West Hills College Coalinga provides an online and downloadable print Catalog for current and prospective students. The catalog is published annually and contains precise, accurate, and current information on all facts, requirements, and policies, and procedures for the college.

- 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)**

Evidence of Meeting the Standard

Through program review, elements such as course success rates, program completion, and student learning outcomes are assessed and reviewed to ascertain student achievement and progress ([I.B.9.01](#)). Furthermore, the college has established student success metrics in areas such as attempted transfer math and English courses, completion of transfer math and English by the end of year one and Fall to Spring persistence ([I.B.6.03](#)). The college's releases an annual report on the progress of towards achieving its strategic goals that include data on student achievement ([I.B.5.04](#), [I.B.5.05](#)). The college reviews and assesses its progress towards institutional set standards via the Academic Senate, faculty learning areas, and college governance committees ([I.B.3.02](#)). Through the institutional set standards review process, the college uses documented assessment and evaluation of student achievement particularly of course success, degree and certificate awards, transfer numbers to universities, licensure examination pass rates, and job placement in applicable career technical education fields as another method to communicate information to the public.

Analysis and Evaluation

The college uses various reports, metrics, and dashboards to document assessment of student learning as evident through its program review, established student success metrics, and institutional set standards. Information on student achievement can be found on the college website, on dashboards, and is discussed through committees and councils. However, the college could improve the way such information is communicated to constituents including current and prospective students by ensuring the information is regularly updated on its website and related publications.

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

Evidence of Meeting the Standard

The WHC Coalinga degree and certificate information include the program description, required courses, program student learning outcomes, and applicable transfer information, as necessary. For example, the Administration of Justice associate in science for transfer degree and Child Development Administrative certificate describe the purpose of the program, content, course requirements and expected learning outcomes for each program ([I.C.4.01](#), [I.C.4.02](#)). Information for college degrees and certificates can be found on the website and through college catalog. The college catalog is available online and in downloadable print

format ([I.C.1.01](#)).

Analysis and Evaluation

The catalog is reviewed and updated annually to ensure programmatic information (description, courses, program student learning outcomes, etc.) is accurate in terms of purpose, content, and requirements. The college meets this standard. However, in review of the catalog the college identified a gap. Specifically, not all instructional programs have current program learning outcomes noted on the catalog. It also found that some degrees and certificates areas do not specifically state that the elements mentioned are the program learning outcomes. The college plans to make the necessary corrections to its catalog for the upcoming academic year.

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

Evidence of Meeting the Standard

The college regularly reviews its policies, procedures, and publications to assure integrity of all representations of its mission, programs, and services. The mission is regularly reviewed as part of the college's strategic planning process in a manner that includes review and feedback from constituent groups ([I.C.5.01](#)). For example, the College Council regularly reviews policies and procedures as part of its regular council businesses ([I.C.5.02](#)). Similarly, the Academic Senate and Curriculum Committee also review related procedures to assure integrity and representation in its work. For the Curriculum Committee, the review and publication of its handbook is conducted annually to ensure it continues to abide by curricular requirements and procedures ([I.C.5.03](#)). The Participatory Governance and Integrated Planning Manual 2022-2023 outlines the calendar and actions to assure integrity and alignment to its mission, programs, and services.

Analysis and Evaluation

The college regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services as part of its operations and planning processes. The College Council and the Office of the President continue to work with the district to refine the process for the review and the provision of feedback pertaining to board policies and administrative procedures.

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.

Evidence of Meeting the Standard

The college through its catalog and website inform and provides current and prospective students regarding the total cost of education, including tuition and fees and other required expenses ([I.C.6.01](#)). Textbook and related costs are available online through the online bookstore ([I.C.6.02](#)).

Analysis and Evaluation

The college informs current and prospective students regarding the total cost of education

through the website and the catalog. While the college does provide total cost of education through its website and catalog, it found that gainful employment information for career technical education programs need to be updated regularly to ensure currency.

- 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)**

Evidence of Meeting the Standard

The West Hills Community College District Board Policy 4030 articulates the college's commitment to academic freedom as a core value in "teaching, scholarship, creative activity, services to the public..." The board policy also clearly communicates the college's dedication to the free pursuit thereof and the dissemination of knowledge for constituents including faculty ([I.C.7.01](#)). The statement on academic freedom is also communicated to students and public via the college catalog ([I.C.7.02](#)).

Analysis and Evaluation

The college assures and communicates institutional and academic freedom, integrity, and responsibility as evident through Board Policy 4030. To further internalize BP 4030, the college will work with faculty to encourage the inclusion of academic freedom language in course syllabi to encourage students to participate more openly to enrich the class experience.

- 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.**

Evidence of Meeting the Standard

The West Hills Community College District Board Policy 2715 demonstrates the expectation of board members in the disbursement of their respective duties and responsibilities. Administrative Procedure 3050 enunciates the college's commitment to the maintenance and promotion of honesty, responsibility, academic integrity, and complying with "laws, rules, and regulations." Further Board Policy 2715 and Administrative Procedure 3050 includes statements about consequences for violation of such principles ([I.C.8.01](#), [I.C.8.02](#)).

The Standards of Student Conduct are explained in Board Policy 5500 ([I.C.8.03](#)). The policy details the clear expectations and requirements for behavior and academic integrity for students. The consequences for violation of policies by students is outlined in Administrative Procedure 5520 ([I.C.8.04](#)). The Student Code of Conduct is communicated via Board Policy and Administrative Procedures and through the college catalog ([I.C.8.05](#)). The applicable policies on academic honesty and conduct are also noted on course syllabi to ensure students are aware of the college policies on honesty and academic integrity ([I.C.8.06](#)).

Analysis and Evaluation

The college has established policies and procedures in relation to honesty and academic responsibility.

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

Evidence of Meeting the Standard

All faculty, students, and employees are expected to abide by West Hills Community College District Board Policy 4030 on Academic Freedom ([I.C.7.01](#)). Board Policy 4030 stipulates the "...obligation to study, to investigate, to present, to discuss, and to interpret, fairly and objectively, facts and ideas ... to avoid teaching material which has no relation to subject or is inconsistent with course objectives." Faculty are obligated to teach the content according to the approved course outline of record. Furthermore, the established Administrative Procedure 3050 on Institutional Code of Ethics ([I.C.8.02](#)) expects employees to exercise judgement and are "...dispassionate, fair, and equitable" and to demonstrate and practice "openness and reliability in what they say and do as educational leaders." As part of the efforts to help assure there is a distinction of personal and professional accepted views, the college has hosted and continues to facilitate training and learning sessions with faculty and staff on diversity, equity, inclusion, and accessibility to help address biases.

Analysis and Evaluation

Faculty are afforded academic freedom in the discharge of their duties. As evident through Board Policy 4030, information including data is to be shared, taught, discussed, and communicated in a manner that is fair and objective according to the content outlined in the approved course outline of record to help assure distinction between personal conviction and professionally accepted views in each discipline.

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 and student handbooks.

Evidence of Meeting the Standard

As a public institution of higher education, the college does not instill specific beliefs or world views. However, Board Policies and Administrative Procedures detail the college's commitment to academic freedom and adherence to ethical conduct (BP 4030, AP 3050). Board Policy 5500 outlines student conduct and behavior. Student conduct is also detailed on the college catalog and website. Faculty roles and responsibilities for the college are outlined in Administrative Procedure 7217 ([I.C.7.01](#), [I.C.8.02](#), [I.C.8.03](#)).

Analysis and Evaluation

The college maintains policies and procedures in carrying out its duties specific to academic freedom and ethical conduct. The college is working on a faculty Canvas shell to house faculty resources including related policies and procedures.

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.

Evidence of Meeting the Standard

The College does not operate in foreign locations.

Analysis and Evaluation

Not applicable as the college does not operate in foreign locations.

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 requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The college complies with eligibility requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The college also responds to commission inquiries, requests, and reports in a timely manner. In the spirit of cooperation, the college discloses information required by the commission in carrying out its responsibilities. Information on accreditation is accessible to the public through the college website ([I.C.12.01](#)).

Analysis and Evaluation

The college is compliant with accreditation requirements, standards, and policies. The college responds in a timely manner to the commission requests and inquiries.

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 the public. (ER 21)

Evidence of Meeting the Standard

The college advocates, promotes, and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The college communicates in consistent terms with Accrediting Commission for Community and Junior Colleges and other accrediting agencies such as the Board of Vocational Nursing and Psychiatric Technician. All information pertaining to the college's accreditation status is available through the college website ([I.C.12.01](#)).

Analysis and Evaluation

The college demonstrates and advocates honesty and integrity with external agency partners. All information about the college's accreditation status and reports is available on the website. To assure the currency of accreditation information, the college will continue to monitor and update applicable information on its website.

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.

Evidence of Meeting the Standard

Student learning, student achievement, and high-quality education serve as the primary objectives for the college. For example, the 2021-2026 Strategic Plan includes objectives that speak to quality education, student achievement, and student learning, specifically to:

- Provide high quality teaching and learning opportunities aligned with intentional and well-documented pathways that reduce student costs, expand student access, and increase completion.
- Eliminate/reduce equity and achievement gaps.
- Provide integrated holistic services that support affordability, student basic needs, and student success, and completion ([I.C.14.01](#)).

Additionally, the college has established student success metrics to track the progress towards successful course completion, retention, transfer, and degree/certificate attainment ([I.C.14.02](#)). These elements are essential in the college's actions and practices in serving students. The college does not generate returns for investors or parent organizations.

Analysis and Evaluation

The college is committed to high quality education, student achievement, and student learning and that these are paramount to other objectives. The college is committed to academic and fiscal accountability in the disbursement of its duties and in the administration of its programs and services.

Conclusions on Standard I.C: Institutional Integrity

WHC Coalinga is committed to institutional integrity to assure clarity and accuracy of information that is provided to the public on its programs, services, accreditation status and outcomes related to its mission. Information on programs and services is available through the college website and through the catalog. The college has established policies and procedures to assure academic integrity, honesty, professional conduct, and responsibility. The college works to plan, implement, evaluate the quality of its educational programs and support services to advance its mission.

Improvement Plan(s)

The college meets the standard; however, the college needs to work to ensure information on its programs is current and reflected accordingly in the catalog and that information is updated regularly on the website.

Evidence List

[I.C.1.01](#) College Catalog 2022-2023

[I.C.1.02](#) WHC Coalinga Website

[I.C.1.03](#) Psychology AAT Falcon Pathway

[I.C.1.04](#) Welding Certificate Falcon Pathway

[I.C.1.05](#) Student Support Guide Spring 2023

[I.C.1.06](#) Website Student Support Info

[I.C.4.01](#) Administration of Justice AST Degree

[I.C.4.02](#) Child Development Administrative Certificate

[I.C.5.01](#) College Council Meeting Minutes 03-19-2021

[I.C.5.02](#) College Council Meeting Minutes 04-23-2021

[I.C.5.03](#) WHC Coalinga Curriculum Committee Handbook 2022

[I.C.6.01](#) Tuition and Fees

[I.C.6.02](#) Online Bookstore

[I.C.7.01](#) AP 4030 Academic Freedom

[I.C.7.02](#) WHC Coalinga Catalog Academic Freedom Statement 2022-2023

[I.C.8.01](#) BP 2715 Code of Ethics Standards of Practice

[I.C.8.02](#) AP 3050 Institutional Code of Ethics

[I.C.8.03](#) BP 5500 Standards of Conduct

[I.C.8.04](#) AP 5520 Student Discipline

[I.C.8.05](#) WHC Coalinga Catalog Student Conduct Statement 2022-2023

[I.C.8.06](#) Math 10A Class Syllabus Spring 2023

[I.C.12.01](#) WHC Coalinga Website Accreditation Page

[I.C.14.01](#) WHCC Strategic Plan 2021-2026

[I.C.14.02](#) Student Success Metrics Dashboard

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.

A. Instructional Programs

- 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. (ER 9 and ER 11)

Evidence of Meeting the Standard

WHC Coalinga ensures that instructional programs are offered in fields of study consistent with the mission, are appropriate to higher education, and culminate in the achievement of identified student learning outcomes, the achievement of degrees, certificates, employment, and/or transfer. This is central to the college mission to assure “delivery of high-quality academic instruction, programs.”

The instructional programs at the college are offered in a variety of fields of studies that are applicable for higher education ([II.A.1.01](#)). Courses are offered in face to face, online, video conference, and/or hybrid modes of delivery. The college also offers courses in community locations including high school sites as dual enrollment offerings and at correctional institutions as part of the Rising Scholars program. Courses are offered primarily as credit with some non-credit offerings. Instructional programs offered at WHC Coalinga culminate in attainment of student learning outcomes, associate degrees, certificates of achievement, career readiness skills, and/or transfer preparation to other institutions of higher learning. Information pertaining to all instructional programs offered at the college including their respective programmatic requirements, learning outcomes, and desired culminating goal (associate degree, certificate, career readiness, transfer preparation) is published and accessible via the catalog. For career technical education areas, instructional programs are offered to prepare students to meet employment requirements and expectations ([II.A.1.02](#)).

Student learning outcomes for courses and programs are developed and reviewed by the faculty. All course student learning outcomes are reviewed by the Student Learning Outcomes Committee and are noted on the course outlines of record which is part of the curriculum process ([II.A.1.03](#)). Similarly, program learning outcomes are outlined in the college catalog for instructional program ([II.A.1.04](#)). As part of the continuous systematic improvement process, the college is also engaged in the program review process where learning outcomes, student achievement, and attainment are assessed to ensure continual alignment with the mission of the college and in meeting student needs as evidenced by the Math Program Review ([II.A.1.05](#)).

Analysis and Evaluation

WHC Coalinga offers instructional programs in fields of study consistent with the institution’s mission and are appropriate to higher education regardless of modality. College programs are designed to enable students to earn associate degrees, certificates, and prepare them for transfer for further education and employment opportunities. While the WHC Coalinga meets this standard, the college found some gaps in reviewing its catalog. For example, not all instructional programs have current program learning outcomes noted on the catalog. It also found that some degrees and certificates areas do not specifically state that the elements mentioned are the program learning outcomes. The college plans to make the necessary corrections to its catalog for the upcoming academic year.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

WHC Coalinga faculty regularly engage in ensuring content and methods of instruction meet generally accepted academic and professional standards for higher education. Through the college's established curriculum process, faculty are engaged in the update, review, and development of courses, associate degrees, and certificates. As part of the curriculum process, the faculty are responsible for determining content and methods of instruction to meet academic and professional standards. Faculty members are required to adhere to the official course outline of record which details the content and methods of instruction for each course. AP 7217 stipulates that faculty members are responsible for "...curriculum improvements including revising and updating course outlines, content, and materials ... development of student learning outcomes, assessment, utilization of improvements, and develop new courses and programs according to curriculum policy and procedures." Faculty also abide by requirements, expectations, and process as outlined in the college's Curriculum Handbook ([II.A.2.01](#), [II.A.2.08](#)).

To ensure continued adherence to content and methods of instruction, courses taught online are required to have a distance education addendum to the course outline to address effective teaching methods including regular and substantive interactions. For example, AGBUS 024 and ART 016A course outlines of record includes the distance education addendum which highlights the methods of delivery for online instruction. Distance education addendums are reviewed and approved by the Curriculum Committee and the Board of Trustees before courses can be offered via online delivery mode ([II.A.2.02](#), [II.A.2.03](#)).

The WHCC program reviews are central to the college success. Faculty conduct systematic program review of instructional disciplines/programs to ensure improvement, learning, and student success. Career technical education-CTE disciplines conduct program reviews every two years and every three years for non-CTE fields. Comprehensive program reviews assess student achievement data and student learning outcomes. The instructional program review dashboard details course success rates over time, program completion, and programmatic fill rates. Course success data is disaggregated by demographic and by economic disadvantage elements. Course success rates are also disaggregated by mode of delivery/instructional method, campus location, and meeting times. The program review dashboard also includes program completion, and course/programmatic fill rates. Through the data published in the program review dashboard, faculty can assess the progress of each discipline and identify gaps for improvement. Student learning outcomes assessment are also reviewed, analyzed, and discussed as part of the program review process. For example, the Administration of Justice and Psychology program reviews demonstrate the college's commitment to systematically conduct program reviews to ensure improvement. ([II.A.2.04](#), [II.A.2.05](#), [II.A.2.06](#), [II.2.07](#))

Analysis and Evaluation

Faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Through the curriculum process and program review, the college can consistently and regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards. Faculty (full-time and adjunct) also participate in professional learning opportunities throughout the year through dedicated professional development learning events each semester in addition to online activities such as @ONE trainings. As part of the collective ownership over the design and improvement of the learning experience and programs, the college plans to institute an annual program review process starting in 2023-2024 academic year for both instructional and non-instructional areas as another mechanism to consistently review data to continuously improve instructional courses and programs.

- 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.**

Evidence of Meeting the Standard

The WHC Coalinga Student Learning Outcomes Committee (SLOC) oversees the development and assessment of courses, associate degrees, certificates, using established procedures. All courses have identified learning outcomes. As the college has transitioned to Elumen, gaps of program level student learning outcomes (PSLO) for associate degrees and certificates have been identified and are currently being voted upon and approved by SLOC. Learning outcomes for courses are noted on the official course outlines of record such as in ECON-001A and ESL-120 course outlines. Learning outcomes for associate degree and certificate programs are noted on program pages in the catalog. For example, as in the biology and administration of justice associate degree programs. The rest of the PSLOs will be included in the next version of the catalog. ([II.A.3.01](#), [II.A.3.02](#), [II.A.3.03](#), [II.A.3.04](#))

The student learning outcomes work follows schedule/timeline based on an established cycle for assessment facilitated through the SLO Committee ([II.A.3.08](#), [II.3.09](#)). Each semester, the faculty convene to review the learning outcomes assessment conducted during the semester. Also, all program level student learning outcomes are mapped from the course level. Through the program review process, faculty evaluate student learning outcomes within the different programs such as in chemistry program review ([II.A.3.10](#)). In every class section, students receive a course syllabus that includes learning outcomes as noted in the officially approved course outline of record. The syllabi for English 001A, Geography 001, and Diesel Technology 053 notate the official student learning outcomes. Course syllabi are collected each semester for all classes taught. The college recently adopted the use of a new software program called Simple Syllabus. The college facilitated a soft launch of this program during the 2022-2023 academic year. The program provides a pre-populated syllabus template with elements such as course title, course number, and SLOs. This information is pulled directly from the official course outline of record onto the Simple Syllabus template. By doing this, it assures

consistency and stability in ensuring SLOs are noted on the course syllabi. Faculty not using the Simple Syllabus template are still required to submit their course syllabi that properly displays SLOs to the Educational Services Office. ([II.A.3.05](#), [II.A.3.06](#), [II.A.3.07](#))

Analysis and Evaluation

The college has identified student learning outcomes for courses and most associate degrees and certificate programs. Some of the associate degrees and certificate programs student learning outcomes are getting approved to be included in Elumen. These learning outcomes are published in the catalog for programs and in the course outline of record for courses. The college regularly assesses these student learning outcomes based on established procedures. While the college continues to work to assess its learning outcomes, there is room for improvement. Specifically, ensuring that learning outcomes for associate degrees and certificate programs are current, reflected accordingly on the catalog, and are assessed regularly. The college will continue to work to assure that there is an intentional effort to close the loop through the sharing of themes, lessons learned, plans for improvement, and that changes made are documented based on outcomes assessment.

Aside from outcomes assessment, the college continues to make progress to review and assess curriculum (i.e., course outlines of record, certificates, and associate degrees) to assure currency. In some areas without full-time faculty, conducting curricular review and assessing outcomes can be a challenge. Therefore, the college often relies on adjunct faculty to update curriculum, assess outcomes, and make changes to programs. In some disciplines, the full-time faculty with relevant qualifications and experience have also stepped in to make curricular updates. The college has provided training and information to adjunct faculty on curriculum review and student learning outcomes. In this work, there is always room for improvement to support adjunct faculty and to consistency ensure outcomes are assessed and curricular updates are made accordingly.

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.

Evidence of Meeting the Standard

The college offers both pre-collegiate and collegiate level courses. Collegiate courses satisfy degree and transfer applicable curricular requirements. The pre-collegiate level courses are intended to prepare students to be successful in transfer or collegiate level courses. The college offers pre-collegiate courses in areas such as English as a Second Language (ESL) and Guidance Studies (GS) to help prepare students for college level work. The college also offers non-credit (NC) courses intended to support collegiate preparation and/or career/workforce readiness. Some of the non-credit courses serve as co-requisite support classes for transfer level math and English.

The course numbering system at WHC Coalinga has been established to indicate the intent of the course and its relationship to the offerings at the college. The numbering system is noted on the college catalog.

- Courses numbered 001-049 are baccalaureate level (transfer) courses. Courses thus

numbered are transferable to four-year institutions. Agriculture courses are designed to parallel the work taught in similar courses at California Polytechnic State University or at California State University Fresno but may not carry the same number.

- Courses numbered 050-099 are associate degree level courses. Courses numbered are primarily for the student who does not plan to continue his/her education beyond the community college level; however, occupational education courses may transfer according to articulation agreements. Complete information on articulation is available through the Counseling Center.
- Courses Numbered 100-201 are non-transfer and are non-degree applicable; they are skill building or remedial. Courses offered in this category are considered non-credit. ([II.A.4.01](#))

Analysis and Evaluation

The college distinguishes the pre-collegiate curriculum from college-level curriculum. Direct support services are available and provided to students in learning the skills necessary to be successful in college. Credit and non-credit courses at the collegiate and pre-collegiate level are regularly reviewed as part of the curriculum process to ensure appropriate content to meet the needs of students to be successful in college level curriculum.

- 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. (ER 12)**

Evidence of Meeting the Standard

The college adheres to federal and state regulations and requirements pertaining to associate degrees and programs. Specifically, the college abides by the guidelines of curriculum development from the California Community College Chancellor's Office Program Course Approval Handbook, 7th ed. (PCAH) as well as the Board Policy 4100 and Administrative Procedure 4100 that outline the requirements for associate degree and certificate programs. ([II.A.5.01](#), [II.A.5.02](#), [II.A.5.03](#))

All courses are developed and revised by discipline faculty with the content expertise to ensure it continues to follow common practices in higher education. Similarly, associate degree and certificate programs are also developed and revised by faculty and must have the necessary length, breadth, rigor, and must include 60 semester units. The college catalog includes descriptions of credit value, class hour requirements, course classification, the associate degree and certificate designations, programs of study, and all necessary required elements for courses and instructional programs to assure alignment with common practices in higher education. For example, the associate in arts for transfer (AAT) degree in History includes the description of the program, the required courses, the minimum number of units required for the major ([II.A.5.04](#)). For career technical education disciplines, industry advisory committee input is sought and considered when developing and revising associate degrees and certificates to ensure they meet the length and breadth necessary for workforce requirements ([II.A.5.05](#)).

To assure course sequencing and time to completion, the college has developed Falcon Pathways with the suggested sequence and timeline for associate degrees and certificate of achievement instructional programs. The Falcon Pathways include the sequencing of courses major and general education courses as well as outline for both full-time (2 years) and part-time (4 years) time to completion. For example, the associate in arts (AAT) degree in geography outlines the sequence of classes per semester for a full-time and part-time student ([II.A.5.06](#)). All degree and certificate program go through the college's curriculum review process and the approval by the WHCCD Board of Trustees and California Community Colleges' Office before they can be offered. New programs must also be reported to the Accrediting Commission to Community and Junior (ACCJC) as well. ([II.A.5.07](#), [II.A.5.08](#), [II.A.5.09](#))

Analysis and Evaluation

The college adheres to practices common to American higher education regarding the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The college also ensures that minimum degree requirements are 60 semester credits or equivalent at the associate degree level. The college is aligned with requirements of higher education in courses, associate degrees, and certificate. It was found that the college needs to improve the accessibility of course outlines of records to the public. The college plans to work to assure public accessibility to its course outlines of record.

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. (ER 9)

Evidence of Meeting the Standard

The college is committed to ensure students can complete certificates and associate degrees within a period consistent with expectations of higher education. WHCCD follows a year-long schedule and registration process. This means students can register for classes for an entire academic year which allows students to plan ahead and be on their way to completion. All associate degree and certificate of achievement programs at the college include Falcon Pathways. The Falcon Pathways outline the sequence of courses to be offered by semester. Falcon Pathways are published and available via the college website ([II.A.6.01](#)).

The Falcon Pathways are used to develop the year-long class schedule of course offerings at the College. For example, the child and adolescent development associate in arts for transfer degree, the Falcon Pathway details the courses to be taken by semester in the major. The class schedule for 2022-2023 academic year, includes purposeful scheduling of classes in the major based on the Falcon Pathway. In doing so, the college is scheduling courses in a manner that allows students to complete degree programs within a period consistent with established expectations in higher education. ([II.A.6.02](#), [II.A.6.03](#))

Analysis and Evaluation

The college is committed to student achievement by scheduling courses based on associate degree and certificate requirements to ensure students can complete their programs of study.

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.

Evidence of Meeting the Standard

WHC Coalinga is committed to student success. Specifically, in enhancing and improving the student experience and completion via comprehensive holistic support through i) equitable opportunities and outcomes and ii) clear pathways to ensure students achieve their educational and career goals. The college uses different modes of delivery and teaching methodologies to support student learning. Classes are offered in various modes of delivery that include on-campus, online, hybrid, and videoconferencing. The modes of instruction are outlined in the course outline of record. For example, presentation, group learning/activity, skills demonstration, problem-solving, teamwork, lecture, discussion, and multi-media/visual resources ([II.A.2.02](#)). To support various delivery modes and teaching methodologies, the college has several technology services such as Canvas, Labster, Zoom, and others to aid the learning process ([II.A.7.01](#)).

The college also offers an array of learning support services to support student success. The learning support services include Writing Center and Math Center staffed by discipline faculty to support students needing focused academic support in these areas and across disciplines ([II.A.7.02](#)). In addition to the Writing Center and Math Center, the college also provides counseling, tutoring, and advising as well as technology support such as laptop check-out services. The college continues to find ways to address the diverse and changing needs of its students, in support of equity through professional development. For example, during Summer 2022, the college held a two-day equity learning event for faculty, staff, and managers. The college continues to provide similar learning opportunities for adjunct faculty on equity. The college has hosted three separate learning events for adjunct faculty during Spring 2023 to learn about promising/best instructional practices in equity ([II.A.7.03](#)). Additionally, through the Curriculum Committee, faculty are advised to review and update applicable curricular from an equity context and to make changes to support the student learning experience. For example, ART 016B course outline of record was updated to reflect study of individual artists and their work based on the various cultural and ethnic backgrounds ([II.A.7.04](#)).

Analysis and Evaluation

WHC Coalinga effectively uses different delivery modes, teaching methodologies, and learning support to advance student success. The methods of instructions are outlined in the Course Outline of Record may include guest lectures, hands-on activities, discussions, field trips, guest lecture, and multimedia presentations. The college also offers a variety of learning support services that is not limited to tutoring, counseling, Math Center, and Writing Center.

- 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.**

Evidence of Meeting the Standard

WHC Coalinga does not offer department-wide program examinations. Additionally, the college abides by the Board Policy 4235 and Administrative Procedure 4235 for credit for prior

learning and Administrative Procedure 4236 for advanced placement credit. The college uses alternative credit options such as Credit for Prior Learning to support student needs. ([II.A.8.01](#), [II.A.8.02](#), [II.A.8.03](#))

Analysis and Evaluation

The college abides by board and administrative procedures related to credit for prior learning and for advanced placement credit. The college does not offer any department/area wide examinations but in areas where external licensure examinations are required, WHC Coalinga works to prepare students for such industry certification.

- 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)**

Evidence of Meeting the Standard

WHC Coalinga awards course credits, certificate, and associate degrees based on student attainment of learning. Specifically, student learning outcomes (SLO) are developed and included in the course outline of record and in class syllabi ([II.A.9.01](#), [II.A.3.05](#)). Course SLOs are tied to learning objectives and assignments are connected to outcomes. This assures that attainment of credit is connected to student learning. Associate degrees and certificate programs have program level outcomes. Course SLOs are assessed to determine student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies, AP 4020, that reflect generally accepted norms or equivalencies in higher education ([II.A.9.02](#)). The college abides by established policies as outlined in the college catalog awarding credit.

The college abides by the curricular process through the Curriculum Committee review and approval by the Board of Trustees for new or revised courses and programs, thus ensuring it meets generally accepted practices for the design and award of credits in higher education. All courses and programs are submitted for review and subsequent approval by the California Community Colleges Chancellor's Office prior to being offered at the college to ensure it meets the requirements for course and program completion.

Analysis and Evaluation

WHC Coalinga is committed to student achievement and therefore awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with established policies that reflect accepted norms or equivalencies in higher education.

- 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)

Evidence of Meeting the Standard

WHC Coalinga has approved policies and procedures related to transfer credit. These policies and practices can be accessed through the college catalog. Transfer requirements to universities and four-year colleges are also made available to students through the catalog, website, counseling, and related student service programs. The California State University (CSU) general education breadth requirements for transfer and the intersegmental general education transfer (IGETC) for the University of California (UC) and CSU are available to students through the college catalog and online ([II.A.10.01](#)). Course work which transfers in and out of WHC Coalinga is reviewed for articulation by the appropriate personnel. All articulated courses for the college and their corresponding California State University (CSU) and the University of California (UC) campuses are viewable through the ASSIST website. When applicable, the college uses the C-ID system to ensure transfer of approved courses within the CSU system.

Additionally, the college has developed associate degrees for transfer (ADT). ADT degrees follow the Transfer Model Curriculum-TMC for their discipline and submit their degree for approval to the Curriculum Committee, West Hills Community College District Board, and the California Community Colleges Chancellor's Office. ADTs allow students who have earned them to transfer to a CSU institution as college juniors.

Specifically, the college “accepts credit for degree-applicable courses completed at regionally accredited colleges and universities. Once official transcripts are received, an evaluation is completed to determine which of those degree-applicable courses with grades of D or higher may be accepted for use toward an educational goal” at WHC Coalinga. The college website also outlines the process for submitting transcripts from other colleges for review. Board Policy 4050 and Administrative Procedure 4050 outlines the process for articulation with other post-secondary institutions ([II.A.10.02](#), [II.A.10.03](#)).

Analysis and Evaluation

WHC Coalinga has established policies transfer-of-credit to assist with student transfer between institutions. Articulation agreements are developed between WHCC and other institutions as appropriate to advance student achievement and the mission of the college.

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.

Evidence of Meeting the Standard

For WHC Coalinga, the communication, information, and quantitative reasoning as well as analytic inquiry, ethical reasoning are realized through institutional learning outcomes (ILO). Specifically, WHC Coalinga's ILOs include:

Communication Competency:

- Demonstrate effective communication skills in reading, writing, listening, speaking, and communication in different formats
- Develop and present cogent, coherent, and substantially error-free writing for communication to general and specialized audiences
- Demonstrate effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences
- Negotiate with peers an action plan for a practical task and communicate the results of the negotiation either orally or in writing

Analytical Inquiry:

- Demonstrate the ability to collect information in response to a question or problem; analyze and draw valid conclusions from statements, images, data, and other forms of evidence; and assess the implications and consequences of conclusions
- Identify and frame a problem or question in selected areas of study and distinguish among elements of ideas, concepts, theories or practical approaches to the problem or question

Quantitative Reasoning:

- Analyze, estimate, use, and evaluate quantitative information using words, data, graphs, and symbols; and apply the scientific method to questions regarding observable natural, physical, and social phenomena
- Present accurate interpretations of quantitative information on political, economic, health-related, or technological topics and explain how both calculations and symbolic operations are used in those offerings
- Create and explain graphs or other visual depictions of trends, relationships, or changes in status

Information Competency:

- Locate, evaluate, synthesize, and use multiple forms of information, data, media, and technology
- Identify, categorize, evaluate and cite multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences

Ethical Reasoning

- Describe the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and show how ethical principles or frameworks help to inform decision making with respect to such problem

Engage Diverse Perspectives:

- Demonstrate knowledge of significant social, cultural, environmental, and aesthetic perspectives
- Describe how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts, and global relations
- Describe, explain, and evaluate the sources of his/her own perspective on selected issues in culture, society, politics, the arts, or global relations and compare that perspective with

other views

Personal, Academic, and Career Development:

- Assess their own knowledge, skills, and abilities, set personal, educational, and career goals, work independently and in group settings, and identify lifestyle choices that promote self-reliance, financial literacy, and physical, mental, and social health

In addition to institutional learning outcomes, associate degree/certificate programs and courses have student learning outcomes (SLO). The program SLOs are noted on the college catalog.

Analysis and Evaluation

Institutional learning outcomes include competencies and abilities in communication, information, and quantitative reasoning, inquiry skills, ethical reasoning, and engagement with diverse perspectives. Institutional Student Learning Outcomes support the advancement of student achievement and the mission of the college and are listed on the website.

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. (ER 12)

Evidence of Meeting the Standard

General education is a requirement and is part of earning an associate degree at WHC Coalinga. The college has three general education options that include: California State University General Education Breadth Requirements (CSU Breadth), the Intersegmental General Education Transfer (IGETC), and local general education pattern. The general education requirements are published in the college catalog. Additionally, all associate degree program course requirements including general education are included in Falcon Pathways.

[\(II.A.5.06, II.A.10.01, II.A.12.01, II.A.12.02\)](#)

The college relies on faculty expertise in determining the appropriateness of each course for inclusion in the general education patterns as part of the curriculum and general education review and approval process. Faculty develop and provide a rationale as the basis for inclusion of courses as part of general education. Generally, faculty would propose courses to be included as part of general education annually. However, this process has since been changed where faculty may make such proposal for consideration to the Curriculum Committee during the development and/or revision of any course. With expertise and experience, the faculty also rely on requirements and guidelines as outlined in the standards for general education, specifically,

- Title 555063 Minimum Requirements for the Associate Degrees (including general

education)

- CSU Breadth, IGETC, and local general education requirements.
- Board Policy 4025 and Administrative Procedures 4025 Philosophy and Criteria for Associate Degree and General Education ([II.A.12.03](#), [II.A.12.04](#))

All course outlines of records state course level student learning outcomes (SLO) and their connection to general education student learning outcomes (GESLOs). Additionally, the college has developed general education student learning outcomes (GESLOs) to promote student preparation and responsible participation in society and include

Civil Learning:

- Describe their own civic and cultural background, including its origins and development, assumptions, and predispositions
- Describe diverse positions, historical and contemporary, on selected democratic values or practices, and present their own position on a specific problem where one or more of these values or practices are involved
- Provide evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience
- Identify an economic, environmental, or public health challenge spanning countries, continents, or cultures, presents evidence for the challenge, and takes a position on it

Lifelong Learning and Application:

- Describe in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application
- Analyze at least one significant concept or method in the field of study in light of learning outside the classroom.
- Locate, gather and organize evidence regarding a question in a field-based venue beyond formal academic study and offer alternate approaches to answering it
- Demonstrate the exercise of any practical skills crucial to the application of expertise.

Broad Knowledge:

- Describe how existing knowledge or practice is advanced, tested and revised in each core field studied - e.g., disciplinary, and interdisciplinary courses in the sciences, social sciences, humanities, and arts
- describe a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society and shows how concepts from the core field can be used to address the selected debates or problems
- Use recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks

Analysis and Evaluation

WHC Coalinga requires all its associate degree programs to include a component of general education. The college relies on the expertise and experience of faculty to determine the appropriateness of each course included as part of its general education requirement. The college has identified general education learning outcomes that include elements of preparation and responsible participation in civil society and lifelong learning.

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.

Evidence of Meeting the Standard

WHC Coalinga associate degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Instructional programs of study are listed in the college catalog and follow guidelines and requirements as outlined in the Program and Course Approval Handbook PCAH, Board Policy and Administrative Procedure 4025, Board Policy and Administrative Procedure 4020, and transfer model curricular requirements. ([II.A.5.01](#), [II.A.9.02](#), [II.A.12.04](#))

As of 2022-2023 academic year, the college had nine (9) associate in science degrees, seven (7) associate in arts degrees, eight (8) associate in arts for transfer degrees, seven (7) associate in science for transfer degrees, sixteen (16) certificates of achievement, and eight (8) local certificates. All degree programs focus on 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. Instructional programs have identified student learning outcomes which are published in the college catalog. ([II.A.13.01](#))

Analysis and Evaluation

WHC Coalinga's associate degree programs include a focused study in at least one area of inquiry or interdisciplinary core with identified student learning outcomes and competencies appropriate for the degree level and field of study.

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.

Evidence of Meeting the Standard

WHC Coalinga 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. The college relies on the expertise and experience of faculty and industry professionals to ensure adherence to standards and expectations on workforce preparation and employment competencies. For example, the welding faculty member was trained and certified in OSHA standards. The faculty is now able to impart this training and information in providing students with applicable safety standards in the workplace as part of the classes he teaches at the college.

Industry advisory committee meetings with partner representatives are held to discuss employment needs, industry standards and expectations, programmatic/curriculum plans, and student support ([II.A.14.01](#), [II.A.14.02](#)). The college also relies on occupational data and information to guide its programmatic or curricular designs and plans to prepare students for

the workforce. Program reviews and curriculum updates for career technical education associate degree and certificate programs are conducted regularly to further assure applicable standards are being addressed to ensure graduates meet employment standards and preparation for external licensure ([II.A.14.03](#), [II.A.14.04](#)).

The college ensures that students demonstrate technical and professional competencies by providing them with the relevant hands-on or offsite industry clinical experience in preparation for external licensure and certification. For example, in the psychiatric technician program, students are provided with the opportunity to attain on-the-job learning through clinical experience with external agencies. Similarly, students in child development programs participate in onsite learning through childcare centers in the community. The college also prepares students to take external licensure examinations in programs such as the psychiatric technician. The college also prepares students to attain their commercial driver license in truck driving program and American Welding Society certification through the welding program.

Analysis and Evaluation

WHC Coalinga ensures technical and professional competencies meet employment and other applicable standards and prepares students for external licensure and certification through a variety of ways such as reliance on faculty expertise, using industry professional experience, making programmatic/curricular updates, and providing hands-on experiences.

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

Evidence of Meeting the Standard

Administrative Procedure 4021 Program Viability, outlines the process by which, programs are identified for discontinuation and/or continuance. If a program is recommended for discontinuance, AP 4021 outlines a plan and timeline for phasing out the program including procedures to allow “currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog.” Additionally, the procedures also ensures that there is a teach out plan to assist remaining students with completion of degree or an acceptable program. Program changes have primarily resulted due to regulatory requirements related to associate degree for transfers ([II.A.15.01](#)).

Analysis and Evaluation

WHC Coalinga has a policy in place to guide the discontinuance of a program to ensure that students may complete their education in a timely manner with minimal disruption. While AP 4021 provides the procedure to discontinue a program, the college recognizes that it needs to formalize its operations with notification and support given to students when a program is discontinued. The college will work on formalizing an operational process to support students who are in programs slated to be discontinued.

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.

Evidence of Meeting the Standard

WHC Coalinga works to ensure all instructional programs are regularly evaluated for quality, currency, and applicability for collegiate, career technical education, and transfer standards. Using data, student learning outcomes assessment, program reviews, and curricular reviews/updates, the college works to ensure it continuously evaluates and improves the quality of its instructional programs. Student learning outcomes are assessed regularly based on a cycle. Instructional programs conduct program reviews every four years and two years for career technical education areas ([II.A.2.04](#)). Discipline faculty also continuously review and update curriculum at least every five years for courses to ensure currency. For example, in the Curriculum Action Report for February 2023 that was approved by the Board of Trustees, there were updates made to existing courses and new courses were developed to meet industry and employer needs ([II.A.16.01](#)). The college utilizes data such as course completion, associate degree/certificate attainment, transfer, and related elements to assess its progress in advancing student achievement to improve quality.

Course SLO assessment, curricular updates, review of student achievement data are part of regular practices at WHC Coalinga to assure that the college regularly evaluates and improve the quality of its programs. Changes are made to improve quality and student achievement. For example, in the 2019 Agriculture and Industrial Science program review ([II.A.16.02](#)), it noted some areas of need, which included in part:

- Increase number of online and dual enrollment offerings at local high schools
- Review curriculum to be bundled in stackable 8 to 9 unit certificates
- Acquiring of heavy equipment simulator
- Hiring of additional faculty (e.g. heavy equipment).

As a result, the department and college have worked to try to address some of these identified needs. Particularly:

- Dual enrollment courses in welding have been offered at the high school sites.
- Dual enrollment agriculture plant science and agriculture science technology paths have been developed and implemented with some of the feeder high schools.
- Faculty have worked on developing some smaller unit certificates in the department to try and address this need including non-credit options.
- Plan to hire another full-time faculty member in the department particularly in HVAC/Heavy Equipment for 2023-2024 academic year.

Additionally, in review of student success data metrics, English and math course completion and success were identified as need areas. As a result, the college developed/implemented a Math Center and Writing Center with discipline faculty serving as mentors and tutors to provide students with assistance in writing and math ([II.A.7.02](#)).

Analysis and Evaluation

WHC Coalinga is committed to evaluating and improving the quality and currency of its instructional programs to enhance the learning experience, outcomes, and achievement of

students. Curricular updates, curricular development, program reviews, course outcomes assessment, and program reviews are regular practices at the college to assure continuous improvement. However, the college would still need to strengthen its effort to assure that associate degrees and certificate programs are updated regularly, course outlines are reviewed within stated timeframes, and that program reviews are completed timely. Additionally, additional attention is necessary with student learning outcomes assessment to assure they continue to be assessed based on established cycles and that there are documented changes to enhance quality.

Conclusions on Standard II.A: Instructional Programs

WHC Coalinga is committed to advancing learning by offering instructional programs that meet the educational needs of student and in alignment with its mission. The instructional programs are offered at levels of quality and rigor appropriate for higher education. WHC Coalinga have defined student learning outcomes and assess these outcomes to assure continued improvement. All instructional programs are required to complete program reviews as another mechanism to evaluate progress and determine plans for improvement. Faculty are involved and play a critical role in the review, assessment, development, and delivery of courses and instructional programs. The college has defined associate degree and certificate program fields. WHC Coalinga instructional programs and courses help to prepare students for transfer to university and for career development. All associate degree programs include required general education components designed to ensure breadth and intellectual inquiry. Associate degree and certificate program requirements are made public through the college catalog and also on the website. While the college meets the spirit of the standard, additional attention is necessary to continue to assure curricular currency in areas of course outline revisions, associate degrees/certificate program updates, student learning outcomes assessment, and program reviews. Furthermore, the college recognizes that it needs to be intentional in providing the space and opportunity for faculty and staff to share and discuss lessons learned from outcomes assessment and program reviews as another way to support each other's work and student achievement.

Improvement Plan(s)

WHC Coalinga is dedicated to its mission. It is also committed to making changes to improve its programs and services to advance student achievement. In doing so, the college recognizes there are some areas that need to be continuously reviewed, maintained, improved, and/or enhanced. These areas include in part:

- Assure learning outcomes for courses, associate degree, certificate programs are current and program level outcomes published accordingly in the college catalog.
- Assure that there is an intentional effort to close the loop through the sharing of themes, lessons learned, plans for improvement, and that changes made are documented based on outcomes assessment.
- Plan to ensure course outlines of records are publicly accessible.
- While there is an administrative procedure in place for program discontinuance, there is a need to formalize its operations with notification and support given to students when a program is discontinued.

Evidence List

[II.A.1.01](#) WHC Coalinga Programs of Study

[II.A.1.02](#) College Catalog 2022-2023

[II.A.1.03](#) KINES 001 Course Outline of Record

[II.A.1.04](#) Administration-of-Justice AST Degree

[II.A.1.05](#) Math Program Review 2022

[II.A.2.01](#) AP 7217 Faculty Responsibilities

[II.A.2.02](#) AGBUS 024 Course Outline of Record

[II.A.2.03](#) ART 016A Course Outline of Record

[II.A.2.04](#) Instructional Program Review Cycle 2023-2025

[II.A.2.05](#) Instructional Program Review Dashboard

[II.A.2.06](#) Administration of Justice Program Review 2022

[II.A.2.07](#) Psychology Program Review 2022

[II.A.2.08](#) WHC Coalinga Curriculum Committee Handbook 2022

[II.A.3.01](#) ECON 001A Course Outline of Record

[II.A.3.02](#) ESL 120 Course Outline of Record

[II.A.3.03](#) Biology AS Degree

[II.A.3.04](#) Admin of Justice AST Degree

[II.A.3.05](#) English 001A Syllabus Fall 2022

[II.A.3.06](#) Geography 001 Syllabus Spring 2023

[II.A.3.07](#) Diesel Tech 053 Syllabus Spring 2023

[II.A.3.08](#) Two Year Outcomes Assessment Cycle

[II.A.3.09](#) Outcomes Progress-Math 025

[II.A.3.10](#) Chemistry Program Review 2022

[II.A.4.01](#) Catalog Academics Information Pag

[II.A.5.01](#) CCCC Program Course Approval Handbook

[II.A.5.02](#) BP 4100 Grad Requirements Degrees-Certs

[II.A.5.03](#) AP 4100 Grad Requirements Degrees-Certs

[II.A.5.04](#) History AAT Degree

[II.A.5.05](#) Business Advisory Board Mtg Minutes 04-18-2022

[II.A.5.06](#) Geography AAT Falcon Pathway

[II.A.5.07](#) WHC Coalinga Curriculum Action Report Feb 2023

[II.A.5.08](#) CCCC Sociology AAT Approval

[II.A.5.09](#) ACCJC Notification AAT Sociology Degree

[II.A.6.01](#) Falcon Pathways Page

[II.A.6.02](#) Child Adolescent AAT Degree Falcon Pathway

[II.A.6.03](#) Fall 2023 Class Schedule

[II.A.7.01](#) Canvas

[II.A.7.02](#) Math and Writing Center

[II.A.7.03](#) Culturally Responsive and Open Education – Adjunct

[II.A.7.04](#) ART 016B Course Outline of Record

[II.A.8.01](#) BP 4235 Credit for Prior Learning

[II.A.8.02](#) AP 4235 Credit for Prior Learning

[II.A.8.03](#) AP 4236 Advanced Placement Credit

[II.A.9.01](#) ENG 001A Course Outline of Record

[II.A.9.02](#) AP 4020 Program Curriculum and Course Development

[II.A.10.01](#) Catalog Transfer Information

[II.A.10.02](#) BP 4050 Articulation

[II.A.10.03](#) AP 4050 Articulation

[II.A.12.01](#) Graduation Requirements and Local Gen Education

[II.A.12.02](#) Admin of Justice AST Degree Falcon Pathway

[II.A.12.03](#) BP 4025 Criteria for Associate Degree and General Education

[II.A.12.04](#) AP 4025 Criteria for Associate Degree and General Education

[II.A.13.01](#) Admin of Justice AST Degree

[II.A.14.01](#) AOJ Advisory Board Meeting Minutes Fall 2021

[II.A.14.02](#) Child Development Advisory Board Minutes Spring 2022

[II.A.14.03](#) Soil Science Program Review

[II.A.14.04](#) Diesel Tech Program Review

[II.A.15.01](#) AP 4021 Program Viability-Discontinuance

[II.A.16.01](#) Curriculum Action Report February 2023

[II.A.16.02](#) Agriculture and Industrial Science Program Review 2019

B. Library and Learning Support Services

- 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. (ER 17)**

Evidence of Meeting the Standard

The college supports student learning and achievement through the services available in the

Library and Learning Resource Center (LRC). The college has a main Library and LRC on the main campus in Coalinga as well a Library and LRC services at the Firebaugh Center. Services are sufficient in scope and depth and are available at both locations with the staffing necessary to provide support to students, staff, faculty, and the public. Staffing for the Library and LRC includes one full-time librarian (faculty), one adjunct librarian, three full-time library technicians (2 in Coalinga, 1 in Firebaugh), two tutoring specialists (1 in Coalinga, 1 part-time in Firebaugh), one full-time media technology specialist, and student workers who together with the staff provide support and services to students, faculty, staff, and the public.

The LLRC provides tutoring services including the Math Center and Writing Center for the college ([II.B.1.01](#), [II.B.1.02](#)). Computers are available and accessible for student and public use in LLRC. The library resources include: 36,374 print books, 118 CDs, and 1,853 DVDs. Library services also include online resources, databases, and streaming services ([II.B.1.03](#)). The library staff provide on-going guidance and support to students, faculty, and staff on the use of its resources. Library Guides (LibGuides) are provided that outline how to conduct library research, how to cite sources, and how to use the journals and other resources. Staff conduct visits and presentations to students and faculty on the resources offered via the Library and LRC ([II.B.1.04](#), [II.B.1.05](#)). These resources are also available and accessible to high school students taking college courses as part of the dual enrollment program. Furthermore, with students taking classes as part of the Rising Scholar program, the library staff assist with research resources to enable them to access the materials for their classes ([II.B.1.06](#)).

Through the library, the college also lends out laptops, hotspots, calculators, and textbooks to students ([II.B.1.07](#)). The library also provides supports to students by coordinating study sessions (StudyAThon) where students receive study support in preparation for their examinations.

Analysis and Evaluation

The library provides an array of resources and services to students, faculty, and staff. From print books and online databases to library guides and research assistance, the library provides quality support to students and staff. Additionally, the technology resources such as laptops, hotspots, calculators that students can borrow for the semester are further examples of the resources offered by the college to advance student achievement. The tutoring services including Math Center and Writing Center plus access to computers are part of the work the college provides to support student learning for students on-campus in Coalinga, at the Firebaugh Center, high school dual enrollment, rising scholar students, and online.

- 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.**

Evidence of Meeting the Standard

The college selects and maintains educational equipment and materials to support student learning to advance the mission of the college. The college relies on the experience and expertise of the faculty, librarian, and staff to review materials and identify resources to meet

the educational needs of students. Input from teaching faculty is sought about recommendations on books and other materials for student use in the library. Faculty also identify resources through the course outline of record ([II.B.2.01](#), [II.B.2.02](#)). As new courses are developed and existing ones are revised, faculty use this avenue to also provide information on library and resource needs. The librarian and staff review databases annually to determine appropriateness in meeting student needs ([II.B.1.03](#)). The Library and Learning Resource Center (LRC) also complete a program review as another mechanism to review progress, identify gaps, develop plans for improvement, and determine resources including educational equipment and materials for the Library and LRC to support student need ([II.B.2.03](#)).

Analysis and Evaluation

The college selects and maintains educational materials and equipment to meet the educational needs of students and to advance the mission of the college. The college relies on the experience of the faculty, librarian, and staff in determining materials and in identifying resources to support student learning. The librarian and library staff conduct program reviews and review the various databases and resources to determine applicability to student need.

- 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 of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

The college evaluates and assesses its library and learning resources services regularly. This is done in a variety of ways including program review, outcomes assessment, and surveys. Through the program review, progress on the prior goals is reviewed, analysis of data is conducted regarding use, identification of improvement areas, and the development of goals to address needs. As part of the program review process, resource needs are also identified based on improvement areas and goals. In the 2022 Library/Learning Resources Program Review identified some areas of improvement. Two areas identified included a) lack of laptops for students to check out and b) the need for an adjunct librarian to help increase collaboration with faculty in providing additional support to students. Based on the outcomes assessment, it revealed a need for targeted tutor training to further enhance the college's capacity to serve students ([II.B.2.03](#)).

In addition to outcomes assessment and program review, the college also conducts surveys of its services that includes the Library/LRC to further evaluate the adequacy of services in meeting student needs ([II.B.3.01](#), [II.B.3.02](#), [II.B.3.03](#)). The college uses the information attained from program review, outcomes assessment, and surveys to make improvements. For example, based on the areas of improvement noted in the program review and outcomes assessment, the college has since purchased additional 50 laptops for students to checkout. The college hired an adjunct librarian in late Fall 2022 to provide additional support to faculty and students in Coalinga and at the Firebaugh Center. Similarly, the college will create training modules to assist tutors in their efforts to support students seeking and needing academic assistance.

Analysis and Evaluation

WHC Coalinga relies on program review, outcomes assessment, and other modes of review (e.g. surveys) to evaluate library and other learning support services to assure the adequacy of services in meeting student needs. The evaluation of library and learning resources are part of the regular operations of the college. The college uses the results of these evaluations as the basis for improvement and actions for change such as purchase of the laptops for student check out, hiring of the adjunct librarian, and the creation of tutor training modules to support the attainment of student outcomes.

- 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 and 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. (ER 17)**

Evidence of Meeting the Standard

The college works to ensure security, maintenance, and reliability of the services provided. It monitors the overall maintenance, security, and the services provided in the area in addition to the support from Information Technology Department for computers, software, and printing needs and related software/technology maintenance and security. The college also maintains membership and participation with the Council of Chief Librarians. Through this council, the college can maintain connection with other librarians on resources to promote student achievement. The college also has an agreement with the Community College League of California on resources to support student need. Agreements exist for services such as ExLibris' Library Services Platform and OCLC's EZProxy ([II.B.4.01](#), [II.B.4.02](#)).

The college's new center at Firebaugh has entered into an agreement with the Fresno County Library. With this agreement, the Fresno County Public Library branch in Firebaugh will be co-located with the college library services at the Firebaugh Center ([II.B.4.03](#)).

Analysis and Evaluation

The college relies on and collaborates with other students and sources for Library and Learning Resource Center services. Agreements are in place with outside entities on programs and services to support student learning. The college is responsible for the maintenance of security, maintenance, and reliability of its services.

Conclusions on Standard II.B: Library and Learning Support Services

WHC Coalinga supports student learning and achievement by providing library and other learning support services to students and has qualified personnel to support these operations. The library and learning support services are sufficient in quantity and variety to support educational programs for on-campus instruction, online, and offsite locations. The college services include in part: library collections, tutoring, learning centers, computers, learning technology, and other learning support services. The college relies on the expertise of faculty,

including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning. The college evaluates library and other learning support services through program reviews, outcomes assessment, and surveys to determine progress and to identify needs including plans for improvement.

Improvement Plan(s)

None

Evidence List

[II.B.1.01](#) Math and Writing Center

[II.B.1.02](#) Tutor Schedules

[II.B.1.03](#) Research Databases

[II.B.1.04](#) Ebsco Presentation

[II.B.1.05](#) English 1A LibGuides

[II.B.1.06](#) Research Request Rising Scholar Inmate Education

[II.B.1.07](#) Library Resources Flyer

[II.B.2.01](#) ENG 001A Course Outline of Record

[II.B.2.02](#) POLSCI 010 Course Outline of Record

[II.B.2.03](#) Library LRC Program Review 2022

[II.B.3.01](#) Library LRC Evaluation Survey Results 2020

[II.B.3.02](#) Annual Library Data Survey 2021

[II.B.3.03](#) Library LRC Student Satisfaction Survey Results 2021-2022

[II.B.4.01](#) CCLC Library Services Platform Agreement

[II.B.4.02](#) OCLC Master Services Agreement

[II.B.4.03](#) Fresno County-WHCCD Library MOU

C. Student Support Services

- 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. (ER 15)**

Evidence of Meeting the Standard

The college regularly evaluates the quality of student support services regardless of location or means of delivery. Two of the ways student support programs are evaluated regularly are through program reviews and surveys. The student support programs are on a regular program review cycle ([II.C.1.01](#), [II.C.1.02](#)). Through program review, student service programs evaluate their impact to support student learning and in advancing the college mission. Program reviews provide an opportunity for service areas to identify gaps, develop goals, and design plans for improvement. Another way in which the college regularly evaluates the quality of support services is through surveys. The surveys are administered regularly ([II.C.1.03](#), [II.C.1.04](#)).

Target audiences include residential students, students who attend the main campus and centers, and online students. The surveys ask about in-person and virtual services. Data from the surveys are disaggregated by location and means of delivery. Surveys are reviewed to determine impact and satisfaction with services provided. For example, the WHCC Satisfaction Survey-Fall 2021, noted that 87 percent of the respondents felt the counseling was responsive (87 percent) via email and 84 percent found the counselors to be knowledgeable ([II.C.1.05](#)).

In addition to surveys and program reviews, many of the support programs also have annual plans that are submitted to the California Community Colleges Chancellor's Office (Chancellor's Office). The plans outline how the programs are supporting student learning. Each service area creates annual goals that align with both the Office of Student Services goals and the college Strategic Plan. At the end of the academic year, each service area completes an annual report that reflects upon progress towards meeting goals ([II.C.1.06](#)). Survey results are included in the annual reports and form the basis in creating goals for the following year.

Analysis and Evaluation

WHC Coalinga evaluates the quality of student support services regularly through program reviews and student surveys. Through annual reporting and planning, the college also uses this mechanism to assess the quality of programs in meeting goals and in advancing the mission of the college.

- 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.**

Evidence of Meeting the Standard

The college has identified and developed learning outcomes for its student support programs. These outcomes are assessed regularly ([II.C.2.01](#), [II.C.2.02](#)). The results are evaluated and used to improve achievement of the student outcomes. Assessment of outcomes is part of the program review process.

The non-instructional program review template has two different sections that focus on outcomes. Section three is dedicated to outcomes and data analysis. Student support programs use this section to review and analyze outcomes data to determine success, gaps, and areas for improvement ([II.C.1.01](#)). An example of how the assessment of learning support area outcomes was the use of the "First-Year Satisfaction Survey." The results of the survey informed the development of the extended hours in student services. The program reviews pinpoint how student support service goals align with the college's core goals in program student learning outcomes. Section six of the program review form includes plans/goals in which student support programs must identify. These goals must be aligned with student service area and college goals.

The program review and student learning support outcomes data are included in the service area end of the year annual report ([II.C.2.03](#), [II.C.2.04](#), [II.C.2.05](#)). Any gaps revealed through the program review process are not only addressed in the program review but are included in

the formulation of goals for the following year, thereby, continuously improving student support programs. For example, one of the goals identified in 2022 Student Services program review was to “create a fun and playful environment (improve climate and culture).” The activities associated with this goal include: i) Increase student engagement, ii) Increase faculty and staff engagement, and iii) Improve community engagement ([II.C.1.01](#)).

Analysis and Evaluation

WHC Coalinga identify and evaluates learning support program outcomes regularly through program reviews and via annual scheduled assessment. Assessment results and reports are used to identify gaps, develop plans for improvement, and implement strategies to continuously improve student support programs and services.

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. (ER 15)

Evidence of Meeting the Standard

WHC Coalinga provides many services and programs to support student success and achievement. The college works to assure equitable access to services that are appropriate, comprehensive, and reliable for students regardless of location or delivery method. Services are available onsite/in-person, online/virtually. Student support services include in part the following programs/areas:

- Academic and specialized counseling and advising
- Financial aid, admissions and records
- Student activities/life
- Math and Writing Center, tutoring, library
- Disability services

Additional support services include programs such as CalWorks, Extended Opportunities Programs and Services (EOPS), Math Engineering Science Achievement (MESA), and Puente Program. Information on the support programs is available online through the college website and/or publicized via programmatic brochures and informational sheets. Student support services are available through in-person workshops as well ([II.C.3.01](#), [II.C.3.10](#)). The college provides information on the various support services available to students through the Student Support Services Guide. This guide is updated and shared each semester. Faculty and staff are encouraged to include the resources as part of their class syllabus and/or upload it through the Learning Management System (LMS) for their course shell ([II.C.3.02](#), [II.C.3.03](#), [II.C.3.04](#), [II.C.3.05](#)).

Given that many of the students attending WHC Coalinga have limited resources, the college also provides a lending library of textbooks, laptops, calculators, and hotspots available for check-out. For students experiencing food insecurities, the college also has a food pantry for individuals needing assistance. The college also provides health and wellness services through Timely Care. The Timely Care program provides students with access to mental health therapists, nurses, and healthcare practitioners virtually ([II.C.3.06](#), [II.C.3.07](#)).

Students attending classes through the college's Firebaugh Center have access to the support

programs and services. The Firebaugh Center includes a team that provides counseling, academic advising, financial aid, admissions support, tutoring, library assistance, disability services, and outreach. Students participating through courses and programs through the high school dual enrollment and Rising Scholar programs are also able to access the different support services as well. The Rising Scholars Program support services include counseling and library request services, financial aid, and admissions support ([II.C.3.08](#)). Similarly for dual enrollment, support services include tutoring, counseling, and advising ([II.C.3.09](#)). Additionally, notes on student progress and services are captured through Civitas to ensure that it is consistent with counseling and advising practices with the general student population.

Analysis and Evaluation

The college continues to provide services to students regardless of location or mode of delivery. The college is dedicated to ensuring students have access to support services via onsite and/or online to help advance the mission of the college to promote student achievement.

- 4. Co-curricular programs and athletics 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.**

Evidence of Meeting the Standard

WHC Coalinga’s mission is to inspire “all learners to recognize their potential and achieve their goals through the delivery of high-quality” programs. The college provides an array of co-curricular and athletic programs intended to contribute to the social and cultural experiences of students at WHC Coalinga. The co-curricular and athletic programs also provide an opportunity to attain leadership, teamwork, and life skills that enhances the student educational experience.

The college has been intentional and purposeful in its activities to support cultural and social experiences of students. Co-Curricular activities have included awareness events that celebrate Black History, Pride, Women as well as community events such as Halloween and Día de los Muertos ([II.C.4.01](#), [II.C.4.02](#), [II.C.4.03](#), [II.C.4.04](#)). The college also has several student clubs that include Soroptimist, Puente Program, Spirit, and Student Agriculture Sustainability that advance cultural and social experiences of students in addition to the Associated Student Body -ASB ([II.C.4.05](#), [II.C.4.06](#)).

Co-curricular and student activities are directed through the Coordinator of Student Support Programs and Engagement. The WHC Coalinga’s athletic programs are under the direction of the associate dean of athletic with support from coaches and staff. The athletic programs include women’s volleyball, softball, men’s basketball, baseball, football, and men’s and women’s rodeo. The college’s athletic programs contribute to enhancing the student experience. Once a month the college highlights student athletes who have contributed to the athletic program and to the student experience at WHC Coalinga ([II.C.4.07](#)). The college has responsibility and control of the programs including finances as outlined in board policy 5420 and administrative procedure 5420. ([II.C.4.08](#), [II.C.4.09](#)).

To support athletic and co-curricular programs at the college, WHC Coalinga provides the opportunity for the community to be part of the campus. The college offers camps such as football, basketball, STEM, and Upward Bound at different times during the year. These camps bring the community to the college as another way to advance the mission of the college to support its diverse communities ([II.C.4.10](#)).

Analysis and Evaluation

WHC Coalinga athletic and co-curricular programs help to advance the mission of the college and to support the student experience. WHC Coalinga has policies in place that guide and govern the operation of co-curricular and athletic programs. The college evaluates the quality of its athletic and co-curricular programs through program review process.

- 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.**

Evidence of Meeting the Standard

WHC Coalinga provides counseling and academic advising on programs to support student development and success. Specialty programs such as EOPS, DSPS, CalWorks, Upward Bound, TRIO, High School-Dual Enrollment, Puente Program, and Rising Scholars also include counseling and academic advising. Counseling and advising services are integral to student success at WHC Coalinga. Counseling and advising programs orient students on programs of study, academic requirements, graduation, and transfer policies ([II.C.5.01](#), [II.C.5.02](#)).

In-person and online orientations are also available for students. The orientations outline important academic policies, academic requirements, and how to access information on their chosen program of study ([II.C.5.03](#)). The orientations provide information on student support services available at the college. Additionally, the college provides new students with a Checklist on the steps needed to enter the college and to complete their academic goals ([II.C.5.04](#)). Specialized programs such as EOPS, Puente Program, and DSPS also provide programmatic specific orientations to further support students on programmatic requirements and services available to them ([II.C.5.05](#)). Another way that the college orient students on programs of study and timely completion is through the Falcon Pathways. Each associate degree and certificate program at the college has a Falcon Pathway. The Falcon Pathways outline all the major and general education courses students are expected to take along with the recommended sequence the courses to be taken by semester. The Falcon Pathways are available in print and in major locations around the college such as the Student Services One-Stop Center and the library as well as on the college website ([II.C.5.06](#), [II.C.5.07](#)).

Information on counseling and advising is available on the college website ([II.C.5.08](#)). Students have access to make appointments for counseling/advising services in their myWestHills portal

through Civitas (the student success platform). Records of counseling services provided are currently kept in Civitas ([II.C.5.09](#)). Counseling/advising often collaborate with outside institutions to provide students with timely information relevant to academic requirements such as transfer. For example, the college has partnered with universities to provide student workshops and information on transfer. ([II.C.5.10](#), [II.C.5.11](#))

The college prepares the faculty and other personnel who are responsible for advising students so that they can provide competent advising, timely, useful, and relevant services. All new counselors are given access to the New Counselor Training Modules which have been created by experienced counseling staff and outlines the basic functions of the counseling role. Counseling and advising staff also attend monthly Student Services department meetings which provides important updates on requirements, services, and programs. ([II.C.5.12](#), [II.C.5.13](#), [II.C.5.14](#), [II.C.5.15](#))

Analysis and Evaluation

WHC Coalinga provides counseling and academic advising programs to support student development and success with relevant and pertinent information about academic and program of study requirements, graduation requirements, and transfer options. Faculty and staff are trained in areas of counseling, advising, and in serving students.

- 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. (ER 16)**

Evidence of Meeting the Standard

WHC Coalinga is an open-access public institution has adopted admissions policies consistent with its mission. Board Policy 5010 and AP 5010 outlines that individuals with a high school diploma or the equivalent and students over the age of 18 shall be admitted. The college also allows admission of students in seventh through twelfth grades as described in AP 5011. International students may also be admitted to the college as per AP 5012 in adherence to federal requirements of international student admission. Admissions requirements are accessible to the public/potential students on the website and outlined in the catalog ([II.C.6.01](#), [II.C.6.02](#), [II.C.6.03](#), [II.C.6.04](#)).

Except for Psychiatric Technician Program, all programs are open to students. The Psychiatric Technician Program has additional admission requirements due to capacity and in accordance with state regulations. Psychiatric Technician Program requirements is specified on the college website and in the catalog ([II.C.6.05](#)). WHC Coalinga has defined requirements to complete associate degrees, certificates, and transfer goals outlined in the college catalog. The college has also developed pathways (Falcon Pathways) for each degree and certificate program offered at the college. These pathways are posted on the website for students to reference and used at advising sessions. For example, the geography associate degree for transfer and truck driving certificate of achievement Falcon Pathways detail the sequence of courses to be taken and the suggested semester including recommended actions to be taken for graduation and transfer. ([II.C.6.06](#), [II.C.6.07](#), [II.C.6.08](#), [II.C.6.09](#), [II.C.6.10](#), [II.C.5.06](#))

Analysis and Evaluation

WHC Coalinga has adopted and adheres to admission policies consistent with its mission and specify the qualifications of students appropriate for its programs. The college also defines and advises students on clear pathways to complete degrees, certificate, and transfer goals through appropriate Falcon Pathways and counseling services.

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

Evidence of Meeting the Standard

WHC Coalinga uses the system-wide CCCApply for admissions applications. CCCApply is statewide system through the California Community College Chancellors Office (CCCCO). The CCCApply application is available on the college website ([II.C.7.01](#)). To assist with the admissions and matriculation process, counselors, advisors, and admissions staff work with potential students on the necessary admissions process to ensure a smooth transition to the college. Aside from CCCApply, students interested in the college's psychiatric technician program, also complete a separate application process. Admissions criteria and process for the psychiatric technician program is reviewed regularly by the faculty with requirements of the Board of Vocational Nursing and Psychiatric Technician (BVNPT) specific guidelines ([II.C.7.02](#)).

High school students desiring to take college courses complete the CCCApply and the high school dual enrollment process prior to enrollment ([II.C.7.03](#)). High school dual enrollment admissions process is regularly evaluated by the Admissions and Records and Dual Enrollment Team for improvement. The Rising Scholars Program works closely with the correctional institution on individuals who will be part of the program. Given such, students that are part of the Rising Scholars submit an application annually to be part of the program. Processes are updated and reviewed regularly for the Rising Scholars program to ensure applicability ([II.C.7.04](#)).

WHC Coalinga follows the placement processes as required by AB 705 legislation, which allows students to place into transfer level English and Math using multiple measures such as high school grade point average, high school coursework, and/or high school grades. Students may also use self-guided placement into transfer level English and Math. The English and Math Placement Guide is available on the college website. The college does not have an English as a Second Language (ESL) placement instrument. However, there is a self-placement guide that is used to guide the placement of students into ESL classes ([II.C.7.05](#), [II.C.7.06](#), [II.C.7.07](#), [II.C.7.08](#)). As part of continuous improvement, the Admissions and Records Office completes regular program review and annual reports as another mechanism to evaluate process and develop plans for improvement ([II.C.7.09](#), [II.C.7.10](#)).

Analysis and Evaluation

WHC Coalinga has established processes to evaluate the effectiveness of practices and tools of admissions and placement. While the WHC Coalinga meets the standard, in review of current processes and practices, it found the need to have the self-placement guide be more visible to students. Therefore, the college will include the self-placement guide in the catalog for English,

math, and ESL.

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

Evidence of Meeting the Standard

WHC Coalinga maintains student records, permanently, securely, and confidentially, with provision for secure backup of all files. The college maintains records in accordance with district policies and procedures. Records are stored/handled based on classification and processes are audited each year to make sure compliance with pertinent state and federal regulations is maintained. Board Policy 5040 and Administrative Procedures 5040 outlines the process for the maintenance of student records, directory information, and privacy. The college publishes and follows established policies for the release of student records as per Board Policy 5040 and AP 5040 ([II.C.8.01](#), [II.C.8.02](#)).

The college follows district policies established by administrative procedures and which are in adherence with Education Code and Title 5 requirements. All staff complete FERPA training prior to receiving access to student information and are aware of appropriate cases in which student records may be released as per HR FERPA training. Information about the release of student records is also located in the catalog under the Family Educational Rights and Privacy Act of 1974 section which specifies the situations in which student records may be released. Students wishing to release student records may request a FERPA release form and submit to Admissions and Records ([II.C.8.03](#), [II.C.8.04](#)). Special programs such as DSPS which may maintain confidential paperwork including, but not limited to, medical and psychological records. Rising Scholar also has additional procedures in place with regards to release of records and has separate release forms in place as outlined in the Consent for Exchange of Information Coalinga and Rising Scholar/Inmate Education Transcript Request Form ([II.C.8.05](#), [II.C.8.06](#)).

Analysis and Evaluation

WHC Coalinga maintains student records permanently, securely, and confidentially, with provision for secure backup of all files. The institution publishes and follows established policies for release of student records.

Conclusions on Standard II.C: Student Support Services

WHC Coalinga is committed to student success and understands the critical role student support services provide to advance student achievement. The college provides counseling, advising, financial aid, and admissions and records services to support student enrollment, development, and success. Support service programs assist and provide information to students on relevant academic requirements, including graduation and transfer policies. WHC Coalinga works to assure there is equitable access available to students regardless of location of the appropriate support services and programs to support learning. The college also offers co-curricular and athletics programs in alignment with the institutional mission that contribute to

the educational experience for students. Student support programs have identified outcomes and assessed as part of the evaluation process. Additionally, student support programs also complete program reviews as another mechanism to assess progress, identify gaps, and determine plans for continuous improvement.

Improvement Plan(s)

WHC Coalinga meets the requirements of this standard. However, it found that there is a need to have the self-placement guide for English, mathematics, and English as a Second Language be more visible for students.

Evidence List

- [II.C.1.01](#) Student Services Program Review 2022
- [II.C.1.02](#) Non-Instructional Program Review Cycle 2023-2025
- [II.C.1.03](#) List of Student Services Surveys
- [II.C.1.04](#) Financial Aid Satisfaction Survey 2021
- [II.C.1.05](#) Satisfaction Survey Summary 2021
- [II.C.1.06](#) EOPS End-of-Year Student Satisfaction Survey 2021

- [II.C.2.01](#) Counseling Outcomes 2021
- [II.C.2.02](#) DSPS Outcomes Reflection 2021
- [II.C.2.03](#) End of Year Report Admissions and Records 2022
- [II.C.2.04](#) End of Year Report Residential Life 2022
- [II.C.2.05](#) End of Year Report TRIO Upward Bound 2022

- [II.C.3.01](#) Student Support Resources
- [II.C.3.02](#) Student Support Guide Fall 2022
- [II.C.3.03](#) Student Support Guide Spring 2023
- [II.C.3.04](#) Student Support Guide-Fall 2022 Email to Campus
- [II.C.3.05](#) Student Support Guide in Canvas
- [II.C.3.06](#) Health-Wellness Support
- [II.C.3.07](#) Library Learning Resources Flyer
- [II.C.3.08](#) Research Request Rising Scholar Inmate Education
- [II.C.3.09](#) High School Student Admission and Support
- [II.C.3.10](#) Financial Aid Workshop

- [II.C.4.01](#) dia de los muertos event 2021
- [II.C.4.02](#) National Hispanic Latino Month Event
- [II.C.4.03](#) Women's History Month
- [II.C.4.04](#) Black History Month
- [II.C.4.05](#) Mosaic Club
- [II.C.4.06](#) ASB Game Night 2022
- [II.C.4.07](#) Rodeo Student Athlete March 2023
- [II.C.4.08](#) BP 5420 Associated Students Finance
- [II.C.4.09](#) AP 5420 Associated Students Finance
- [II.C.4.10](#) Football Camp Flyer 2022

[II.C.5.01](#) AP 5110 Counseling
[II.C.5.02](#) Sample - Student Educational Plan
[II.C.5.03](#) Student Orientation
[II.C.5.04](#) New Student Checklist
[II.C.5.05](#) DSPS Student Orientation SP 22
[II.C.5.06](#) Falcon Pathways Page
[II.C.5.07](#) Early Childhood Education AS-T Falcon Pathway
[II.C.5.08](#) Counseling & Advising Services Website
[II.C.5.09](#) Civitas Counseling & Advising Notes
[II.C.5.10](#) Coalinga Transfer Day Flyer
[II.C.5.11](#) CSU Fresno Transfer Flyer
[II.C.5.12](#) New Counselor Training Modules
[II.C.5.13](#) Student Services Department Meeting PPT
[II.C.5.14](#) Student Services Teams Site
[II.C.5.15](#) Student Services Learning Area Meeting Minutes 02-02-2022

[II.C.6.01](#) BP 5010 - Admissions & Concurrent Enrollment
[II.C.6.02](#) AP 5010 - Admissions & Concurrent Enrollment
[II.C.6.03](#) AP 5011 Admission and Concurrent Enrollment HS & Other Young Students
[II.C.6.04](#) AP 5012 International Students
[II.C.6.05](#) Psychiatric Technician Program Requirements
[II.C.6.06](#) Programs of Study-Catalog
[II.C.6.07](#) Counseling Ed Planning Notes
[II.C.6.08](#) Geography AAT Requirements-Catalog
[II.C.6.09](#) Geography AAT Falcon Pathway
[II.C.6.10](#) Truck Driving Requirements-Catalog

[II.C.7.01](#) Admissions Process & Information Website
[II.C.7.02](#) Psychiatric Tech Admission & Program Website
[II.C.7.03](#) Dual Enrollment Form
[II.C.7.04](#) Rising Scholar-Inmate Education Application
[II.C.7.05](#) AB 705 Instructions
[II.C.7.06](#) AB 705 Status and Improvement Plans
[II.C.7.07](#) Math & English Placement Website
[II.C.7.08](#) ESL Guided Self-Placement
[II.C.7.09](#) Admissions and Records Program Review 2022
[II.C.7.10](#) Admissions and Records End of Year Report 2022

[II.C.8.01](#) BP 5040 Student Records-Privacy
[II.C.8.02](#) AP 5040 Student Records-Privacy
[II.C.8.03](#) FERPA-Catalog
[II.C.8.04](#) FERPA Release Form
[II.C.8.05](#) Consent for Exchange of Information
[II.C.8.06](#) Rising Scholar-Inmate Ed Transcript Request

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 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 descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

WHCCD Board Policy and Administrative Procedures 7120 Recruitment and Hiring establish the process for recruiting and hiring employees for all job classifications ([III.A.01.01](#)). This includes processes and timelines for recruitment, and compositions and responsibilities of interview committees. Under AP 7120, job openings are to be posted publicly, on the district website at a minimum, with other print and online publications as needed, including CC Registry, the centralized repository for posting jobs statewide ([III.A.01.02](#), [III.A.01.03](#)). Positions may be advertised in subject-matter or industry-specific publications as well as publications targeted towards diverse populations. ([III.A.01.04](#), [III.A.01.05](#)). Job postings include the full board-approved job description, which includes the minimum qualifications for the position, essential duties, and application requirements ([III.A.01.06](#)).

In line with AP 7120, Human Resources verifies that applicants meet the minimum qualifications of the job description, including verification of any applicable educational requirements (degrees, certifications, etc.). Checks are conducted on applications regarding the equivalency of degrees from non-U.S. institutions. When job descriptions are created or revised, Human Resources works with the hiring manager to develop that job description and the associated qualifications. Minimum qualifications of faculty and academic administrators are determined by state regulations and are published and updated periodically by the California Community Colleges Chancellor's Office in conjunction with the Academic Senate for California Community Colleges (ASCCC) ([III.A.01.07](#)). Job descriptions and announcements include reference to the supervising administrator, department, or associated grant program in order to provide clear delineation of responsibility and authority ([III.A.01.08](#)). AP 7120 includes an Equal Employment Opportunity (EEO) representative on each interview committee. The role of this individual is to monitor the hiring process and procedures as outlined in AP 7120 and AP 3420 ([III.A.01.01](#), [III.A.01.09](#)). The EEO representative is either a member of Human Resources staff or is an interview committee member who has been trained in the hiring process and EEO requirements by Human Resources.

Analysis and Evaluation

WHCCD has policies and procedures in place to ensure that it hires qualified employees to support its programs and services. Job postings are listed on the district website as well as other venues when appropriate. These postings include the full job description and qualifications for each position, as approved by the Board of Trustees, and applicants' backgrounds are subsequently reviewed and verified by Human Resources to ensure that each position's minimum qualifications are met prior to forwarding applications to the screening committee. In order to ensure relevance to specific job duties and to the district and College missions, new and revised job descriptions are developed and reviewed by the hiring manager, and in the case of academic employee qualifications, are based on state regulations to ensure appropriate subject area knowledge.

- 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, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

Board Policy 7210 Academic Employees defines academic employees for WHCCD, and Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies establishes the requirements for academic employees, aligning to California regulations around faculty minimum qualifications ([III.A.02.01](#), [III.A.02.02](#)). These qualifications are published in the California Community College Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook and lay out the required degrees, experience, and/or other qualifications an individual must meet under California law to work as faculty in a specific discipline in the California Community College system ([III.A.02.03](#)). All WHCCD job announcements, including those for faculty positions, include the full job description including the position's minimum qualifications ([III.A.02.04](#), [III.A.02.05](#)).

As part of the interview process for faculty, per AP 7120, two faculty members serve on the panel ([III.A.02.06](#)). One of those faculty members should be from the discipline or learning area in which the vacancy has occurred. The committee develops screening criteria and interview questions pertinent to the position. Along with the screening criteria and interview questions, the candidates are also required to show the committee they are subject matter experts by performing a teaching demonstration (or equivalent demonstration for counseling and library faculty) as part of the interview process. All applicants for faculty positions (instructional and non-instructional) are required to submit unofficial transcripts as part of their application packet. The HR department verifies degrees by reviewing transcripts submitted and comparing them to the CCCCO Minimum Qualifications Handbook. Those not meeting the minimum qualifications may request equivalency, a process by which faculty may review an individual's qualifications and experience to determine whether they are equivalent to those required by the Minimum Qualifications Handbook per Administrative Procedure 7211 ([III.A.02.02](#)). HR then reviews the faculty's

determination of equivalency, and once minimum qualifications are verified for an application, the application is released to the interview committee. Upon being hired, the faculty member selected must submit copies of official transcripts to Human Resources for their personnel file. Faculty job descriptions, along with BP 7217, list the responsibilities of curriculum and student learning outcomes along with other duties inside and outside the classroom. ([III.A.02.04](#), [III.A.02.07](#)).

Analysis and Evaluation

Board Policies and Administrative Procedures establish the qualifications for faculty positions. These are aligned to state regulations, with Human Resources following the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* to determine the necessary experience and educational background required for positions in various disciplines. Additionally, current faculty are included on all faculty interview panels to further ensure that applicants possess the necessary knowledge and teaching skills for the position. All faculty job descriptions include curriculum and outcomes assessment as part of each position's duties.

- 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.**

Evidence of Meeting the Standard

The minimum qualifications for educational administrators are defined in Title 5 of the California Code of Regulations and are included in the Minimum Qualifications Handbook ([III.A.03.01](#)). Under these requirements, Educational Administrators must possess a master's degree and leadership experience or training in an area related to their area of oversight. Other administrative and management positions that do not directly oversee educational programs have their minimum qualifications defined within the job description ([III.A.03.02](#), [III.A.03.03](#), [III.A.03.04](#)). All job descriptions are approved by the Board of Trustees. Job descriptions and announcements for administrative positions include these minimum requirements. For example, the Associate Vice Chancellor of Educational Services or Student Services positions include these requirements ([III.A.03.02](#)). Minimum qualifications are listed in all job descriptions, which are approved by the Board of Trustees ([III.A.03.05](#), [III.A.03.06](#)).

Per AP 7120, Human Resources screens all applications for minimum qualifications as defined by the job description. As with all positions requiring degrees, HR requires the applicants to submit unofficial transcripts as part of their application packet. Transcripts should show the conferred degrees. Human Resources reviews and confirms the degree and confirms that it is from an accredited institution. Hiring criteria for WHCCD are set out in Board Policy and Administrative Procedures 7120 ([III.A.03.07](#), [III.A.03.08](#)). This includes the makeup of hiring committees and committee responsibilities. Under AP 7120, interview committees for educational administrators consist of two administrators, two classified staff members, two faculty members, and an Equal Employment Opportunity (EEO) representative. Under AP 7120, each selection committee is charged with developing its screening forms, rating scales, and interview questions within the scope of the job description. As a last step in the process, recommendations for finalists are

forwarded to the college president for final interviews, and the selected candidate is forwarded to the Chancellor and Board of Trustees for Approval ([III.A.03.09](#), [III.A.03.10](#)).

Analysis and Evaluation

Qualifications for administrators and managers are defined within each board-approved job description, with the qualifications for administrators overseeing educational programs aligned with the *Minimum Qualifications Handbook* as required by state regulations. Human resources screens applications for these minimum qualifications by reviewing each applicant's unofficial transcripts for the necessary degrees and coursework. Interview questions are developed individually by each screening committee to ensure that the questions for a specific position are relevant and are aligned to the immediate needs of that position and job description. All hires must then be approved by the Chancellor and Board of Trustees.

- 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.**

Evidence of Meeting the Standard

The institution demonstrates that it verifies the qualifications of applicants and newly hired personnel. For all positions requiring degrees, Human Resources personnel review transcripts for all applicants. If a faculty member/applicant does not meet the minimum qualifications for the discipline as listed, the applicant may submit a request for equivalency per Administrative Procedure 7211 ([III.A.04.01](#), [III.A.04.02](#)). Once submitted, Human Resources will submit the request to the Equivalency Committee, which will review the request and make a recommendation. Once the applicant is hired, official transcripts are submitted to the HR Department for final verification. AP 7211 requires that all units and degrees counted must have been awarded by a regionally accredited institution. This is also required by Title 5 and the California Community Colleges Chancellor's Office Minimum Qualifications Handbook as outlined in AP 7211 ([III.A.04.03](#)). Title 5 section 53406 requires that institutions are accredited. Any degree or units from non-U.S. institutions must be evaluated and validated by a third-party foreign transcript evaluator prior to being accepted to meet the educational requirements for a WHCCD position.

Analysis and Evaluation

WHCCD Human Resources follows the district's Administrative Procedures along with state regulations by verifying that degrees held by applicants have been awarded by institutions recognized by U.S. accrediting agencies. In the case of an applicant holding a degree awarded from outside of the U.S., that degree must first be reviewed by a third-party foreign transcript evaluator in order to establish its equivalency.

- 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 the effectiveness of personnel and to encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

Processes for employee evaluations within the district vary by job classification. Administrative Procedure 7150 Evaluation states that evaluation procedures for full-time faculty and for classified staff will be defined within the collective bargaining agreements for those respective groups. Evaluation procedures for administrators, classified managers, and confidential staff are defined within AP 7150. Evaluation procedures for adjunct faculty are defined separately under Board Policy 7218 Adjunct Faculty ([III.A.05.01](#), [III.A.05.02](#), [III.A.05.03](#), [III.A.05.04](#)). The WHCCD Human Resources Department supports supervisors and managers in conducting timely evaluations by sending out notices of evaluation throughout the year. For Administrators, all evaluations are due in June, with reminders sent out in early spring. Classified, confidential, and classified management evaluations are scheduled annually based on an employee's hire date. The Human Resources office sends managers a schedule of when evaluations are due during the fiscal year, with monthly reminders also sent out as the due date for evaluations approaches. In addition, reminders are sent out for overdue evaluations ([III.A.05.05](#), [III.A.05.06](#), [III.A.05.07](#)).

Classified Evaluation Process

Classified professionals are evaluated based on the procedure established in the Collective Bargaining Agreement, Article 14 ([III.A.05.03](#)). All newly hired classified professionals will serve a twelve-month probationary period (6 months beginning in July 2023) with evaluations occurring during the fourth month, eighth month and twelfth month. Evaluations are to be conducted on the approved agreed upon form ([III.A.05.08](#)). Once the employee has passed their probationary period, they are evaluated on an annual basis with evaluations due on their anniversary month. Per the CSEA contract, management may choose to evaluate an employee at any time to address below-standard work performance or exceptional work performance.

Faculty Evaluation Process

Instructional and non-instructional faculty are evaluated based on the procedure established in the collective bargaining agreement using the appropriate forms ([III.A.05.04](#), [III.A.05.09](#)). This process is summarized below.

Non-tenure employees shall be evaluated at least once each academic year. Tenured faculty shall be evaluated at least once every three years. To the extent possible, evaluators on the team will remain the same. It is recommended that at least one team member is from within the discipline. The evaluation team must meet one week after census for a pre-observation meeting. For non-instructional faculty, the meeting shall be held no later than week four of the semester. The purpose of the pre-observation meeting is to discuss the elements of the evaluation, visitation, and the time and date of the post-observation meeting. Elements of the evaluation may include classroom observations, student evaluations, self-evaluations, professional development goals/plans, committee work, etc.

The observation meeting (visitation) shall take place within 25 workdays of the pre-observation meeting. Observation visits are typically 50 minutes but may be shortened or lengthened based on mutual agreement. The post-observation meeting shall take place within 20 workdays of the last observation visit but not later than ten workdays before the end of the semester. A copy of the administrative summary shall be provided to the entire team no later

than three workdays prior to the post observation meeting. During the post-observation meeting, the team shall review all contents of the evaluation.

Human Resources sends notifications of non-tenure contracts due for evaluation at the beginning of the fall semester. It is recommended that all non-tenured faculty be evaluated in the fall with tenured faculty due for an evaluation in the spring semester. Human Resources logs and tracks all evaluations for all staff. Regarding tenure evaluations, Human Resources sends a list of what has been received the previous academic year. Campus administration is then responsible for making sure they are scheduling tenured faculty for their evaluations ([III.A.05.10](#)).

Adjunct Faculty Process

Adjunct faculty members are evaluated within the first year of employment. After their first year, adjunct faculty members are evaluated at least once every six semesters ([III.A.05.02](#)).

Adjunct faculty are evaluated using the same elements for full-time faculty. Specifically:

- Pre-observation meeting and post-observation meetings
- Course review and observation including course syllabus
- Student surveys/evaluation
- Self-assessment including professional growth goals

Based on all the noted elements, an administrative summary is then compiled. If evaluation meets or exceeds standards, the adjunct faculty will be retained. If the evaluation determines that the employee needs improvement, the adjunct faculty may not be given future teaching assignments at the college. Additionally, if necessary, a program improvement plan will be provided, stating actions the adjunct faculty must take. If it is determined that the improvements have been made, the faculty may be retained for possible future teaching assignments.

Administration/Classified Management/Confidential

Administration, classified management, and confidential employees are not represented by an employee union. They are evaluated per AP 7150 ([III.A.05.01](#)). Evaluations are done per the approved form and shall include the following:

- Self-assessment
- Goals for the year
- Current job description
- Supervisor's written evaluation ([III.A.05.11](#))

Evaluations for classified management and confidential employees are due on their anniversary. Administrator evaluations are due no later than June 30th of each year. Human Resources sends the classified manager and confidential due dates on the annual schedule with classified professionals. Administrator due dates are sent to the supervising administrator in early spring. If during the evaluation process an administrator, classified manager, or confidential employee is found to be in need improvement, they will be placed on a performance improvement plan (PIP). This plan will be put together by the manager and will be reviewed with the employee ([III.A.05.12](#)). As a part of this process, discussion will be held on how improvements can be achieved and the timeline for the assessment of performance improvement. It is possible that some of the areas may be adjusted after discussion.

Similarly, in the collective bargaining agreement for classified professionals, step 2 of the discipline process requires that the Letter of Warning issued also include a PIP with the desired outcomes, timeline, resources, and resolution meeting ([III.A.05.03](#)). For faculty, the Collective Bargaining Agreement Article 4 states that in the event a unit member receives a negative evaluation, the administrator and unit member will meet and discuss the evaluation. The administrator and unit member will meet within 15 workdays of the post-observation conference to develop a written plan for remediation ([III.A.05.04](#)). Full-time faculty are evaluated each year until they achieve tenure. Once tenured, full-time faculty members are evaluated every three years. If a full-time faculty receives a “needs improvement” rating, they will be given a performance improvement plan and will also be evaluated the following semester. An adjunct faculty who receives a “Needs improvement” rating will lose reemployment preferences and may not be given another teaching assignment per Board Policy 7218 ([III.A.05.02](#)).

Analysis and Evaluation

Through its Collective Bargaining Agreements as well as its Board Policies and Administrative Procedures, WHCCD systematically evaluates its employees at established intervals. The district tracks the status of scheduled evaluations to ensure that they are being conducted according to the prescribed schedules. Evaluation processes are designed and carried out to identify strengths and areas of improvement for employees and to encourage employee growth and development. While the exact details of these evaluation processes vary based by job classification (faculty, administration, classified staff, etc.), all are based upon formal written evaluations and set intervals for evaluation. When areas for improvement are identified, the mechanisms in place for all job classifications for the development of remediation or improvement plans between employees and their supervisors are utilized to identify areas for improvement and timelines for the process.

~~**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.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

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 our institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

At the district level, the required number of full-time faculty is determined through consideration of a number of factors, including anticipated retirements and resignations, as well as state regulations governing full-time faculty. At the state level, this is governed by the 50% Law and by the Faculty Obligation Number (FON), which combined set the requirements for spending and total number of required full-time faculty. The FON is a metric set by and reported annually to the California Community Colleges Chancellor’s Office through a formula based primarily on

enrollment, enrollment growth, and the current number of full-time faculty at the institution ([III.A.07.01](#)). This serves as a floor for the number of full-time faculty who need to be hired in a given year and is used to inform the budget development process and the final number of full-time faculty who are hired by the district in a given year. This process is guided by the district's Mission and Vision and is built into the district's Annual Resource Request Process, where the individual colleges within the district determine and prioritize their full-time faculty needs for the year. This information is subsequently reviewed by the Chancellor's Executive Cabinet for approval. The results of this review and approval process are then sent out by the college presidents, and the hiring process is initiated for any approved full-time faculty positions, with the necessary fund allocation built into the district's tentative budget ([III.A.07.02](#))

Assigned faculty are tracked through a variety of reports that are available to Human Resources and to the college Educational Services department. This information includes assigned faculty/course section, position costs and funding source, and the total level of Full-Time Equivalent Faculty assigned based on the schedule of classes ([III.A.07.03](#), [III.A.07.04](#), [III.A.07.05](#)).

To assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes, the college strives to continuously assess needs for full-time and adjunct faculty. Programmatic needs are generally identified through the program review process. Additionally, faculty work within their learning areas to review and assess needs for additional faculty. If needed, learning areas propose new faculty requests to the Academic Senate for consideration in its faculty ranking process. The Academic Senate has an identified process for determining needs-to-rate and rank faculty hiring prioritization. Based on available information, the Academic Senate provides its ranking for faculty hiring to the college president. The college president uses available data including course enrollment and programmatic need to make recommendations to the district for full-time faculty positions. Adjunct faculty positions are reviewed based on class scheduling needs for face-to-face, online, and location needs (Coalinga, Firebaugh Center, correctional institutions, high schools). Needs are also identified by administrators, faculty in the discipline, and/or by program review. Dependent upon the need for face-to-face, online, and/or locations, the college administration will work with Human Resources to review costs and to post vacant positions for recruitment.

Analysis and Evaluation

At the district level, the overall number of full-time faculty at the institution is calculated based on metrics included within state laws and regulations. These calculations establish the minimum floor for full-time faculty employment and are used to determine full-time faculty hiring needs for the coming year. During the development of the district's annual budget, college requests for full-time faculty positions are reviewed in light of these statewide metrics as well as within the broader context of available resources and the college and District Mission. College full-time faculty needs are determined by institutional assessments including program review and enrollment. Adjunct faculty needs are determined by institutional needs for online, on-campus, and offsite locations.

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.

Evidence of Meeting the Standard

Adjunct faculty evaluation and hiring are governed by Board Policy 7218 ([III.A.8.01](#)). Adjunct faculty participate in on-going orientations throughout the semester and are given the opportunity to participate in professional development opportunities such as the faculty flex and college professional development days at the beginning of each semester. The Adjunct Faculty Resource Guide provides pertinent information to assist part-time/adjunct faculty with the necessary ‘know how’ on college processes, procedures, and support ([III.A.8.02](#), [III.A.8.03](#)). Additionally, given the varied experiences and expertise of the adjunct faculty, they are sometimes asked to assist the college with curriculum review and development as well as program reviews. Involvement and participation with curriculum review and development further helps to integrate adjunct faculty into the life of the college. Adjunct faculty are invited to participate in professional development opportunities and in learning area and college meetings to help them become integrated into the college ([III.A.8.04](#)).

Analysis and Evaluation

Per Board Policy 7218, “Adjunct faculty members will be evaluated within the first year of employment. Thereafter, adjunct faculty members will receive regular evaluations at least once every six semesters.” Part-time/adjunct faculty are evaluated using the same procedures as with full-time faculty. Part-time/adjunct faculty evaluation elements include class observations/review, student survey, and self-assessment. From these elements, adjunct faculty are assessed based on how they are progressing with their assignments at the college. Through the evaluation process, adjunct faculty are also provided with additional support and suggestions on areas for continuous growth and improvement. As part of the on-going growth, the college provides part-time/adjunct faculty with orientations and check-ins monthly throughout the fall and spring semesters. These check-ins include discussion, presentation, information, and resources on topics ranging from class syllabi and Canvas to student learning outcomes and student conduct and engagement.

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)

Evidence of Meeting the Standard

WHC Coalinga has a sufficient number of staff members with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the college. Staffing needs are generally identified through the program review process. Department and areas conduct program reviews during which their staffing needs are reviewed. Staffing needs identified in the program reviews are typically based on future growth areas, possible areas of development, and/or gaps in services. These program reviews are reviewed through the Program Review Committee and the Budget Resources Committee.

Recommendations for staffing needs and other priorities are submitted to the College Council

for further review by the Budget Resources Committee. The College Council makes recommendations to the college president for consideration in preparing a budget for the upcoming fiscal year. As an example of staffing needs, the 2020 Dual Enrollment Program Review identified several staffing positions in the areas of academic advising and counseling to support high school students taking college courses as part of their pathways. It was reviewed through the college process. As a result, an academic advisor was hired during the following fiscal year for the dual enrollment program ([III.A.9.01](#)).

Analysis and Evaluation

Through the participatory governance process, the college develops its Strategic Plan and Educational Master Plan. The college Strategic Plan is aligned with the West Hills Community College District's Strategic Plan through its shared strategic priorities. The Educational Master Plan provides a vision for the college for areas of possible development and growth, taking into consideration educational, technological, physical, staffing, and administrative operations. Based on programmatic and institutional priorities and goals, staffing needs are generally identified through the program review process and routed through the college's established processes for consideration.

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)

Evidence of Meeting the Standard

As outlined in Standard III.A.1, III.A.3, and III.A.5, the college hires, evaluates, and 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 and according to Board Policy 7250 and Board Policy 7260. ([III.A.10.01](#), [III.A.10.02](#)). For example, the 2022 Office of Educational Services program review identified some administrative/management positions which were needed to support some of the specialty programs the college operates ([III.A.10.03](#)). As a result, and upon further review, the college worked to identify sources to fund an additional administrative (associate dean) position to support some of the educational operational needs at the institution ([III.A.10.04](#), [III.A.10.05](#)).

Analysis and Evaluation

The college maintains a sufficient number of administrators with appropriate preparation experience to advance the institution's mission and purposes. Staffing needs, including administrators and managers follow the general process as identified through program review. Requests are reviewed to ensure need and applicability to advance the mission of the college and are routed through the college's established processes for consideration.

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 are equitably and consistently administered.

Evidence of Meeting the Standard

Personnel policies and procedures are included throughout WHCCD's Board Policies and Procedures. This includes Chapter 7, Human Resources, of WHCCD's Board Policies and Procedures, with additional policies included throughout the remaining chapters, including Chapter 3, General Institution as well as the chapters focused on specific functional areas such as Academic Affairs (Chapter 4) and Student Services (Chapter 5). All Board Policies and Administrative Procedures are posted on the district website ([III.A.11.01](#)). Additional policies are included in the Collective Bargaining Agreement for both classified staff and full-time faculty. Both agreements are posted publicly to the district website ([III.A.11.02](#), [III.A.11.03](#), [III.A.11.04](#)).

All new employees are informed of personnel policies through orientation materials that are presented at the time of hiring. This includes information on employee benefits, Collective Bargaining Agreement, and specific board policies and administrative procedures and where to access these on the college website. These materials are regularly reviewed and updated by Human Resources. Additionally, WHCCD Human Resources walks through an orientation checklist for new employees. This orientation includes review of the materials included in the orientation PowerPoint, as well as checklist items verifying that copies of specific board policies and administrative procedures have been provided to the employee ([III.A.11.05](#), [III.A.11.06](#), [III.A.11.07](#), [III.A.11.08](#)).

In order to ensure that personnel policies are being administered fairly and consistently, the district holds periodic training for administrators and managers focusing on specific areas such as sexual harassment, progressive discipline, and changes and updates to collective bargaining agreements. ([III.A.11.09](#), [III.A.11.10](#), [III.A.11.11](#), [III.A.11.12](#), [III.A.11.13](#), [III.A.11.14](#), [III.A.11.15](#)). A record of any employee complaints regarding personnel policies would be maintained within that employee's personnel file in accordance with AP 7145 Personnel Files ([III.A.11.16](#)).

Analysis and Evaluation

WHCCD's personnel policies consist of board policies and administrative procedures as well as the collective bargaining agreements for faculty and classified staff. New employees are provided with these policies during the onboarding and orientation process, with Human Resources ensuring that these onboarding materials are up to date and that the new employee is provided with a comprehensive set of these policies. Periodic trainings are conducted for managers to ensure that they are informed of district policies and to ensure that district management is applying these policies in a fair and consistent manner.

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.

Evidence of Meeting the Standard

West Hills CCD is committed to employing qualified staff who are dedicated to the students of our district. The board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified applicants. This commitment to diverse hiring and staff development in the support of diversity is

reflected in Board Policy 7100 Commitment to Diversity ([III.A.12.01](#)). Through Board Policy and Administrative Procedures 3420 Equal Employment Opportunity and the District's Equal Employment Opportunity Plan, the District and Board of Trustees support the efforts made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds ([III.A.12.02](#), [III.A.12.03](#), [III.A.12.04](#)).

California Community Colleges are required to develop and update an EEO Plan annually. The district is currently in the middle of this review and update cycle, developing its next EEO plan for submission to the Board of Trustees and CCCCO by November 2023 ([III.A.12.05](#)). While the draft of the EEO Plan is currently underway, notable additions to this plan for 2023 include requirements for training of search committee members, the inclusion of students on faculty search committees (as introduced with revisions to Administrative Procedure 7120 Recruitment and Hiring in fall 2021), as well as the ability for HR to add three additional members to search committees to ensure committee diversity ([III.A.12.06](#)). The district recognizes the importance of diversity in the workforce. Data is reviewed and analyzed by Human Resources and the district Equity and Diversity Committee ([III.A.12.07](#), [III.A.12.08](#)). Employee demographic data is also shared with the Board of Trustees. The latest presentation to the Board of Trustees was July 2022. The presentation reflected the upcoming changes to the EEO Plan along with student and community demographics, employee demographics, and applicant demographics ([III.A.12.08](#), [III.A.12.09](#), [III.A.12.10](#), [III.A.12.11](#)).

All open positions are posted on the WHCCD website. As a part of the district's efforts to reach a broad and diverse applicant pool, positions are frequently posted to numerous listservs and job sites which may include the following:

- [CommunityCollegeJobs](#)
- [HigherEdJobs](#)
- [HACU](#)
- [InsightintoDiversity](#)
- [HireaHero](#)
- [American Association of Blacks in Higher Education](#)

Additionally, posting sites are adjusted based upon the specific position. For example, for positions in business services, positions have been posted with ACBO (Association of Chief Business Officers) and for information technology positions through Dice, a technology and IT-focused job posting website ([III.A.12.12](#), [III.A.12.13](#), [III.A.12.14](#), [III.A.12.15](#)).

To advance diversity and equity at WHC Coalinga, the college has hosted and continues to provide diversity, equity, and inclusion (DEI) trainings and learning sessions. For example, in June 2022, the college hosted a two-day learning event facilitated by a coach with Achieving the Dream (ATD) on DEI. As part of adjunct faculty learning events, the college has hosted sessions with its ATD coach on DEI ([III.A.12.16](#)). The college president often leads meetings with a DEI moment where faculty, staff, and managers can discuss and learn more about culturally appropriate elements to support students and each other. Additionally, the Curriculum Committee has encouraged faculty to review their respective curriculum to ensure that DEI elements were integrated as part of the fiber of courses, associate degree, and certificate programs at the college. Recently, the college submitted a professional development

grant to the California Community Colleges Chancellor's Office to further advance DEI principles in teaching and learning.

Analysis and Evaluation

Through its Board Policies and Administrative Procedures, WHCCD lays out its commitment to workplace diversity as well as the hiring procedures and processes in place to support it. The district Human Resources office develops and maintains the district's Equal Employment Opportunity plan and works to ensure a diverse applicant pool for all positions, and the Board of Trustees has an established history of reviewing employee diversity data. The college supports a diverse staff through its training and learning sessions to assure awareness and understanding of DEI principles.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The district has established Administrative Procedure 3050 Institutional Code of Ethics. This procedure defines the district's standards for ethics and states the importance of ethics within the organization along with expectations of all employees. Expectations for ethical behavior and associated employee responsibilities are also listed. Per AP 3050, violations of the code of ethics shall be addressed by the Chancellor and/or designee and will be addressed within the scope of applicable regulations, policies, and collective bargaining agreements ([III.A.13.01](#)).

Analysis and Evaluation

In AP 3050, WHCCD has established a code of ethics for all employees. This administrative procedure includes expectations and standards of ethical behavior as well as consequences for violations of these standards.

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.

Evidence of Meeting the Standard

The district's commitment to maximizing professional development to further its mission is expressed in Board Policy and Administrative Procedure 7160 Professional Development ([III.A.14.01](#), [III.A.14.02](#)).

WHC Coalinga plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission. College efforts are primarily coordinated through the Professional Development Committee (PDC). For example, PDC hosted wellness sessions during the Fall 2020, coordinated speaker series during the Spring 2021 on ways to uplift each other, and provided a session on engagement and equity in Fall 2021 ([III.A.14.03](#), [III.A.14.04](#), [III.A.14.05](#)). The college has also, through the Academic Senate and Student Success Committee, coordinated learning events with Achieving the Dream on diversity,

equity, and inclusion in the Summer of 2022 ([III.A.14.06](#)). The Academic Senate plans and coordinates faculty flex activities at the start of each semester as part of professional development for faculty. Topics covered in flex day revolve around instruction, learning, and student support ([III.A.14.07](#), [III.A.14.08](#)).

For classified staff and faculty districtwide, professional development is written into these groups' respective collective bargaining agreements, with workdays or times specially set aside for professional development. Article 4.8.1 of the classified staff CBA requires the district to hold two annual professional development half-days in consultation with the bargaining unit. These days are scheduled during the academic year ([III.A.14.09](#), [III.A.14.10](#), [III.A.14.11](#), [III.A.14.12](#)). Similarly, Section 5.3 of the faculty CBA requires that the district hold two annual faculty professional development days with the agendas developed by district leadership in consultation with administrators, faculty, and staff through the District Leadership Council ([III.A.14.13](#)). This is in addition to two annual faculty Flex Days whose objective is to provide professional development activities related to "staff, student and instructional improvement." The agendas for these Faculty Flex Days are determined by the college Academic Senates ([III.A.14.07](#), [III.A.14.14](#)). The district has made a practice of conducting regular evaluations and discussions to assess and improve future professional development days. For example, in fall 2022 District Leadership Council devoted considerable time across a number of meetings to review the results of the evaluation survey for the fall 2022 PD day, discuss the purpose and role of PD day, and to plan for future PD day topics ([III.A.14.15](#), [III.A.14.16](#), [III.A.14.17](#)).

In addition to these PD activities and requirements that are embedded into the district's collective bargaining agreements, the district offers several additional avenues for employee professional development. The Employee Scholars Program, created by Board Policy and Administrative Procedure 7135, is available to full-time employees of all job classifications who have been with the district at least one year. With supervisor approval, employees can be reimbursed for up to \$400 per semester unit of higher education coursework, capped at 10 units per year. This coursework must be related to the employee's current position or future employment goals within the district and must align with advancing the district's vision for student success ([III.A.14.18](#), [III.A.14.19](#)).

The district's Upskill program was launched in 2021 with a cohort consisting of classified employees who attended a number of seminars throughout the academic year, culminating in the completion of a professional development project. This was expanded in the 2022-23 academic year for Upskill 2.0, in which the program was opened to employees of all job classifications and roles, with the goal of providing entry-level leadership fundamentals for employees interested in higher education management and administration ([III.A.14.20](#), [III.A.14.21](#), [III.A.14.22](#), [III.A.14.23](#), [III.A.14.24](#), [III.A.14.25](#), [III.A.14.26](#)).

Analysis and Evaluation

West Hills Community College District has established multiple opportunities and venues for professional development that are accessible to employees at all levels of experience and within all job classifications. This includes mandatory PD days for faculty and classified staff, during which a variety of topics are covered, as well as broader opportunities such as the

district's Employee Scholars Program, providing funding to employees to pursue educational goals that align with future career advancement and the institutional mission. Professional development opportunities are regularly reviewed and evaluated, with those results used to inform future PD. The college is committed to professional development as evident through its training and learning sessions throughout the year.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

Evidence of Meeting the Standard

All employee personnel files are kept as hard copies in the Human Resources Department. Files are kept in a secure room that is locked 24/7. Members of the Human Resources Team are the only personnel with access to this room.

As referenced in Administrative Procedure 7145 Personnel Files and Article 4 in the faculty Collective Bargaining Agreement and per Education Code 87031, all employees have the right to examine and/or obtain copies of their personnel file upon reasonable notice to the Human Resources Department. If an employee would like to examine their personnel file, Human Resources requests that they schedule an appointment to make sure HR personnel are available to retrieve their file. ([III.A.15.01](#), [III.A.15.02](#)).

Analysis and Evaluation

WHCCD personnel records are stored securely within a dedicated, secure room at the WHCCD District Office. Board Policy and district collective bargaining agreements include provisions allowing employees access to their personnel records.

Conclusions on Standard III.A: Human Resources

The college is committed to assuring the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified to serve students and to advance its mission. The college works closely with the district to ensure policies and procedures related to hiring, evaluation, and professional development are in place and adhered to in support of the institutional mission.

The district has the policies and practices in place to support the mission of the college and to promote student success by hiring quality faculty, administration, and staff, and by delineating their roles, authority, and functions across the district. Cycles and procedures are in place for the regular evaluation of personnel of all classifications. Human Resources monitors the status and timing of evaluations, and administrators are held accountable for the completion of evaluations under their purview. The need for positions is evaluated regularly through college and district processes including program review and the faculty hiring prioritization process. These functions, combined with the consideration of fiscal resources and state requirements around faculty hiring (FON and 50% Law), ensure that the college operates with adequate faculty, administration, and staff.

Personnel policies are integrated into the district's board policies, administrative procedures, and collective bargaining agreements, and staff are provided a comprehensive orientation to these policies at the time of hire, including a professional code of ethics. Similarly, the district has policies and procedures in place, centered around its Equal Employment Opportunity Plan, to support and maintain a diverse workforce. The district regularly reviews data on employee and applicant demographics as one component of its commitment to diversity, equity, and inclusion. The college and district have a long-standing commitment to professional development for all job classifications, with PD opportunities embedded in collective bargaining agreements and board policies with PD activities and planning driven by the district and college participatory governance structures. Employees are provided with access to their own personnel files, and these files are stored securely at the WHCCD District Office.

Improvement Plan(s)

None

Evidence List

- [III.A.01.01](#) AP 7120 Recruitment and Hiring
- [III.A.01.02](#) CCC Registry Report 2022
- [III.A.01.03](#) WHCCD Employment Opps Page
- [III.A.01.04](#) Recruitment Posting Network Manager
- [III.A.01.05](#) Recruitment Posting Baseball Coach
- [III.A.01.06](#) AVC Announcement
- [III.A.01.07](#) CCCC0 2021 Minimum Qualifications Booklet
- [III.A.01.08](#) Senior Secretary Announcement
- [III.A.01.09](#) AP 3420 Equal Employment Opportunity

- [III.A.02.01](#) BP 7210 Academic Employees
- [III.A.02.02](#) AP 7211 Faculty Svc Areas Min Quals
- [III.A.02.03](#) 2021 MQ Booklet
- [III.A.02.04](#) Ag Industrial Science Instructor
- [III.A.02.05](#) Rodeo Coach
- [III.A.02.06](#) AP 7120 Recruitment and Hiring
- [III.A.02.07](#) AP 7217 Faculty Responsibilities

- [III.A.03.01](#) 2021 MQ Booklet
- [III.A.03.02](#) AVC Announcement
- [III.A.03.03](#) CTE Coordinator
- [III.A.03.04](#) Director of Marketing
- [III.A.03.05](#) Board Minutes 11-5-2022
- [III.A.03.06](#) Assoc Dean of Ed Services (NEW) JD 11.2022
- [III.A.03.07](#) BP 7120 Recruitment and Hiring
- [III.A.03.08](#) AP 7120 Recruitment and Hiring
- [III.A.03.09](#) Board Minutes 4-18-2023
- [III.A.03.10](#) Personnel Transactions - April 2023 rev

- [III.A.04.01](#) AP 7211 Faculty Svc Areas Min Quals

[III.A.04.02](#) Equivalency Example_Redacted
[III.A.04.03](#) 2021 MQ Booklet
[III.A.05.01](#) AP 7150 Evaluation
[III.A.05.02](#) BP 7218 Adjunct Faculty
[III.A.05.03](#) CSEA Article 14 Evaluation Process
[III.A.05.04](#) CTA CBA Article 4 Evaluation
[III.A.05.05](#) Upcoming Evaluation Reminder Email_Redacted
[III.A.05.06](#) Evaluation Due Reminder Email_Redacted
[III.A.05.07](#) Evaluation Overdue Reminder Email_Redacted
[III.A.05.08](#) Employee Evaluation Form - Classified
[III.A.05.09](#) Faculty Evaluation Forms from CBA
[III.A.05.10](#) FA2022 Tenure Status Memo
[III.A.05.11](#) Employee Evaluation Form - Admin Confidential Management
[III.A.05.12](#) PIP Template

[III.A.07.01](#) Fall 2021 FON Compliance Calculation and Form
[III.A.07.02](#) District Governance Manual Resource Allocation Pages (6-7)
[III.A.07.03](#) FTEF by Year Dashboard
[III.A.07.04](#) Full Time Faculty Load Report
[III.A.07.05](#) Full-Time Faculty Roster 2021.22

[III.A.8.01](#) BP 7218 Adjunct Faculty
[III.A.8.02](#) Adjunct Resource Guide Draft
[III.A.8.03](#) Adjunct Resource-Orientation
[III.A.8.04](#) Learning Area Mtg

[III.A.9.01](#) Dual Enrollment Program Review 2020

[III.A.10.01](#) BP 7250 Educational Administrators
[III.A.10.02](#) BP 7260 Classified Managers
[III.A.10.03](#) Ed Services Program Review
[III.A.10.04](#) Assoc Dean-Ed Services
[III.A.10.05](#) Personnel Transactions-April 2023

[III.A.11.01](#) Policies and Procedures Website
[III.A.11.02](#) Contracts Website
[III.A.11.03](#) CSEA CBA 2020-2023
[III.A.11.04](#) CTA Contract
[III.A.11.05](#) Classified Orientation Check List
[III.A.11.06](#) Faculty Orientation Check List
[III.A.11.07](#) New Hire Orientation - Faculty
[III.A.11.08](#) New Hire Orientation - Full Time Classified
[III.A.11.09](#) CBA Update (CSEA) 2021
[III.A.11.10](#) CBA Updates (CTA) 03-2020
[III.A.11.11](#) Leadership Retreat 03_23_23 Agenda
[III.A.11.12](#) Leadership Retreat PowerPoint_03_23_23

[III.A.11.13](#) Sexual Harassment Presentation-Management-2022-04-20-lcs
[III.A.11.14](#) Sexual Harassment Presentation-handouts-2022-04-20
[III.A.11.15](#) Evaluations and Documentation Handouts 2022
[III.A.11.16](#) AP 7145 Personnel Files

[III.A.12.01](#) BP 7100 Commitment to Diversity
[III.A.12.02](#) BP 3420 Equal Employment Opportunity
[III.A.12.03](#) AP 3420 Equal Employment Opportunity
[III.A.12.04](#) EEO and Diversity Plan (2019-2022)
[III.A.12.05](#) Board Presentation Schedule with EEO
[III.A.12.06](#) AP 7120 Recruitment and Hiring
[III.A.12.07](#) Equity and Diversity Committee 3-3-2022 Agenda
[III.A.12.08](#) EE Demographics Presentation (BoT 2022-03-08)
[III.A.12.09](#) Board Agenda Item 11-17-2020 Employee Demographics
[III.A.12.10](#) Board Presentation Employee Demographics 11-17-2020
[III.A.12.11](#) EEO Update, July 2022 Study Session
[III.A.12.12](#) Sample Ad Placement - President
[III.A.12.13](#) Sample Admin Ad Placement
[III.A.12.14](#) Sample Faculty Ad Placement
[III.A.12.15](#) Sample IT Ad Placement
[III.A.12.16](#) Equitizing Assessment

[III.A.13.01](#) AP 3050 Institutional Code of Ethics

[III.A.14.01](#) Board Policy 7160 - Professional Development
[III.A.14.02](#) Administrative Procedure 7160 - Professional Development
[III.A.14.03](#) WHC Coalinga PD College Governance Committees
[III.A.14.04](#) WHC Coalinga PD Committee Meeting Minutes 04.19.2022
[III.A.14.05](#) WHC Coalinga PD Committee
[III.A.14.06](#) Coalinga AtD DEI Summer Learning Sessions 2022
[III.A.14.07](#) Coalinga SP23FlexAgenda
[III.A.14.08](#) Coalinga Senate Minutes 2022-11-14 flex day planning
[III.A.14.09](#) Professional Development (Article 4) - CSEA CBA
[III.A.14.10](#) Classified Professional Development Day 03.03.23
[III.A.14.11](#) Survey Results - Staff Development Fall_2021
[III.A.14.12](#) Professional Development (Article 5) - CSEA CBA
[III.A.14.13](#) PD Day Agenda, August 2023
[III.A.14.14](#) Professional Development (Article 5) - CTA CBA
[III.A.14.15](#) DLC Minutes 2022-08-24 PD day discussion and eval
[III.A.14.16](#) DLC agenda item PD day discussion 2022-10-12
[III.A.14.17](#) PD Day Fall 2022 Eval Survey Results (2022-08-18)
[III.A.14.18](#) BP 7135 employee scholars program
[III.A.14.19](#) AP 7135 Employee scholars program
[III.A.14.20](#) Upskill 20 Flyer
[III.A.14.21](#) Upskill 2.0_ Level UP Launches
[III.A.14.22](#) Upskill Exploration Survey Responses

[III.A.14.23](#) CEC minutes 2022-06-14 upskill discussion

[III.A.14.24](#) CEC minutes 2022-07-19 upskill discussion

[III.A.14.25](#) Reminder Upskill Exploration Presentations

[III.A.14.26](#) CEC agenda item - upskill survey response review 2022-06-14

[III.A.15.01](#) AP 7145 personnel files

[III.A.15.02](#) WHCFA CTA Article 4

B. Physical Resources

- 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 ensure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

The college ensures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. This involves regularly reviewing and assessing the conditions of the buildings and facilities through its Maintenance and Operations (M&O) Department; and maintaining a plan for scheduled maintenance for its physical resources including projects, repairs, and replacements ([III.B.1.01](#)). The maintenance plans and schedules include safety, access, and security upgrades both on the campus and at offsite centers. Offsite facilities are regularly visited by the management team to ensure that the quality of those facilities continues to meet the standards of the district. Any areas identified as in need of repair are reported to the M&O staff who then take the necessary steps to complete the repair. Examples of projects completed within the last two years include, in part, the following:

- Roof repair/replacement for the cafeteria
- Air cooling unit replacement for the gymnasium
- New air conditioning unit to Building M
- Chiller plant replacement to Building H
- Painting/art collage for the athletic locker rooms
- Reconfiguration of the former bookstore to house a new student pantry/basic needs center
- Repurposing of an existing space for One-Stop-Shop for student services in one location
- Installation of new flexible furniture and technology in classrooms on the main campus ([III.B.1.02](#), [III.B.1.03](#), [III.B.1.04](#))

Additionally, the college conducts routine inspections for health and safety compliance. The college participates regularly with the fire department inspections and with licensed contractors to inspect and maintain the fire protection systems.

Analysis and Evaluation

WHC Coalinga works to assure the institution has safe and sufficient physical resources at its locations where it offers courses, programs, and learning support services. The college maintains and executes its plans for the upgrade and maintenance of its facilities and buildings.

The Maintenance and Operations Department provides oversight to college facilities and physical resources.

- 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.**

Evidence of Meeting the Standard

WHC Coalinga plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services to achieve its mission. The Education Master Plan (EMP) and Strategic Plan guide the direction for the college in determining the resources and assets necessary to meet its mission. The Education Master Plan and Strategic Plan influences and informs facilities planning for the college ([III.B.2.01](#), [III.B.2.02](#)).

The college is working with the district on a Facilities Master Plan to guide plans for building and physical resource needs ([III.B.4.02](#)). The district recently completed the construction of a new center in Firebaugh, California (Fall 2022). The new center was constructed based on a need to have a more permanent facility in the northern part of the college's service area and was funded in part by a bond measure. To support the on-going needs at the Firebaugh Center, the community passed Measure K in November 2022 to install solar panels and provide technology needs. To advance the mission of the college, WHC Coalinga was engaged in a feasibility study on student housing needs. Results of this study will inform plans for the acquiring and or construction of new on-campus residential housing for students ([III.B.2.03](#), [III.B.2.04](#)).

Analysis and Evaluation

The Education Master Plan and Strategic Plan guide the direction for facilities planning at the college, both of which inform the facilities plan. These planning documents guide the actions to build, maintain, and upgrade and/or replace physical resources including facilities and equipment at the college.

- 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.**

Evidence of Meeting the Standard

To ensure feasibility and effectiveness of physical resources in supporting college programs and services, the college regularly reviews and assesses the conditions of its physical resources. In addition, the college uses the assessment of conditions of physical resources to inform the plan for scheduled maintenance for facilities including equipment. For example, one area that the college identified as an area of improvement was the need to develop our One-Stop Student Services Center with most of the support services housed in one location. As a result, the college submitted an Institutional Effectiveness Partnership Initiative (IEPI) project proposal. Part of the proposal was to be able to create the One-Stop Student Services Center. In the fall of 2021, the college opened its One-Stop Student Services, where the majority of student services

were housed in one location. These services included Financial Aid, Admissions & Records, Counseling & Advising, EOPS, and Outreach.

As part of this continuous process to assure feasibility, the college also uses the information gathered from the M&O work order requests to assess and determine needs with facilities and equipment ([III.B.3.01](#)). The college also uses the program review process to assess and evaluate its facilities and equipment needs. The Maintenance and Operations (M&O) Department completes a non-instructional program review every three years. The most recent M&O program review ([III.B.3.02](#)) identified the need for additional staffing to support the maintenance of facilities especially with the new Firebaugh Center. Individual instruction and non-instruction programs also complete program reviews. As necessary, facilities and equipment needs are identified as part of the individual program reviews. Information generated from program reviews are used to form plans for replacement and/or repairs.

Analysis and Evaluation

The college's Maintenance and Operations Department evaluates the conditions of physical resources regularly. Reports from our work order system are also used to assess/evaluate repairs and to track the work performed. Program reviews are also used as another mechanism to plan and evaluate college facilities and equipment needs.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-range capital planning is based on a variety of College and District-level plans, including the WHC Coalinga Strategic Plan, Facilities Master Plan, Educational Master Plan, and Five-Year Capital Outlay Plan. ([III.B.4.01](#), [III.B.4.02](#), [III.B.4.03](#), [III.B.4.04](#)). As stated in the District Strategic Plan, the College effectively uses its resources (including human, physical, technology, and financial) to achieve its mission and strategic priorities ([III.B.4.05](#)).

The District maintains a Five-Year Construction Plan which is approved by the Board of Trustees annually and is submitted to the California Community Colleges Chancellor's Office, indicating the construction of new and improved facilities to maximize available funds, assuring support of the institution's strategic goals. ([III.B.4.04](#)) This details current facilities square footage and utilization and is used to anticipate needs and develop a means to implement new facilities and modernize existing buildings to comply with all required codes. The five-year plan consists of program needs, costs, and schedules.

The West Hills Community College District has worked with the college to develop and track the Total Cost of Ownership (TCO) of college facilities and projects. Under Administrative Procedure 3250 Institutional Planning, consideration of Total Cost of Ownership (TCO) is a required component of long-range capital projects. Based on this AP, the district prepares (or contracts for) TCO analysis for new facilities as they are being planned ([III.B.4.06](#)). For example, with the recent completion of the Firebaugh Center, the college and the district have identified TCO for the facility and equipment ([III.B.4.07](#)). As a result of this review, a new bond measure

was approved by the community in November 2022 to support facility and technology equipment for the new center.

Over the past several years, a large portion of technology replacements at WHCCD have been covered by the Measure T general obligation bond funds. Anticipating the sunset of this bond, the district has begun to plan and budget for future technology replacements. In 2022-23, \$100,000 was budgeted for an interfund transfer to capital projects for technology, and similar transfers are built into the district's planning and projections for future budget years as well. ([III.B.4.08](#)).

The college, along with the district, is working on developing a new Facilities Master Plan which is part of our long-range capital plans for institutional improvement. The development of the college Education Master Plan (EMP) was a necessary first step in developing the next phase of the Facilities Master Plan, as the programs, priorities, and services outlined within the EMP ultimately will determine the directions and priorities for the 2023 iteration of the Facilities Master Plan ([III.B.4.01](#)). In this respect, the Education Master Plan serves as a critical link between the college's mission, vision, goals, and facilities. With the Board of Trustees' approval of the college's Education Master Plan in December 2022, WHCCD intends to begin work on its Facilities Master Plan in spring 2023, and as of January 2023, the district is soliciting architectural firms through a Request for Qualifications ([III.B.4.09](#)).

Analysis and Evaluation

Education Master Plan, Strategic Plan, and Facilities Plan guide long-range capital plans to advance the college mission and for institutional improvement. These plans also include projections and considerations for total cost of ownership, new facilities, and equipment.

Conclusions on Standard III.B: Physical Resources

WHC Coalinga works to assure safe, sufficient, and accessible physical resources at its locations. The College regularly reviews, inspects, and maintains inventories of college physical resources. The College maintains a list of scheduled maintenance projects to assure it is maintaining resources accordingly. The college conducts a program review of its maintenance and operations as another mechanism to evaluate and assess the progress on goals and projects and to determine plans for improvement. Given the age of the buildings and facilities at the college, it adds extra challenges to the maintenance and operations. However, the college is committed to maintaining its facilities and physical resources and works with the district and through planning and resource allocation processes to prioritize projects accordingly for replacement and/or repair.

Improvement Plan(s)

None

Evidence List

[III.B.1.01](#) Scheduled Maintenance

[III.B.1.02](#) Roof Replacement

[III.B.1.03](#) IEPI One Stop

[III.B.1.04](#) One Stop Signage

[III.B.2.01](#) Strategic Plan 2021-2026

[III.B.2.02](#) Ed Master Plan 2022

[III.B.2.03](#) Housing Study

[III.B.2.04](#) Measure J K Election Results

[III.B.3.01](#) Work Order

[III.B.3.02](#) M&O Program Review 2022

[III.B.4.01](#) WHC Coalinga Education Master Plan

[III.B.4.02](#) WHCCD Facilities Master Plan

[III.B.4.03](#) WHCC Strategic Plan 2021-2026

[III.B.4.04](#) WHCCD 5 Year Plan 6-5-22

[III.B.4.06](#) AP 3250 Institutional Planning

[III.B.4.05](#) WHCCD Strategic Plan 2021-2026

[III.B.4.07](#) Board Study Session Firebaugh Center TCO Oct 2021

[III.B.4.08](#) West Hills 2022-2023 Adopted Budget

[III.B.4.09](#) RFQ Architectural Services Pool

C. Technology Resources

- 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.**

Evidence of Meeting the Standard

Technology services to support institutional operational functions, academic programs, teaching, learning, and support services is adequate. All technology services and related functions are centralized through the West Hills Community College District (WHCCD) Information Technology (IT) Department. WHCCD maintains a robust, centralized Information Technology (IT) department, serving technology needs related to software, hardware, and information and network infrastructure for the district and college locations. Technology needs are identified and evaluated through our college-based technology committee. The committee reviews the request for technology upgrades and/or purchase. Technology needs are assessed based on identified purpose and need and how meeting these needs advances the college mission. Costs are also part of the review process. Once vetted, and if approved to move forward, technology requests are then forwarded to the College Council for further review and subsequent approval. If approved by the College Council, the request is then referred for district review. This review includes vetting through the district Technology Review Council (TRC). This committee is defined in the District Governance Manual and is responsible for reviewing and recommending hardware and software purchase requests with a focus on needs analysis, total cost of ownership, IT security, and technical implementation ([III.C.1.01](#)). This process has been detailed through illustrated workflows that have been shared with the college technology committees in order to provide a

clear picture of the technology request and implementation process for all parties involved. ([III.C.1.02](#), [III.C.1.03](#)).

The Technology Review Council consists of representatives from Information Technology Services, as well as one representative each from the technology committees for WHC Coalinga, WHC Lemoore, and the district office, ensuring both college representation and technical expertise ([III.C.1.04](#)). This process ensures that technology needs identified at the college level can be assessed fairly and consistently by all stakeholders, with the role of the respective college Technology Committees being to review and explore solutions to problems and software requests brought forth by functional areas at each location. The requests that are endorsed by the committees are then prioritized based on overall needs and competing projects. The chair of each Technology Committee brings forth proposed projects to the Technology Review Council.

IT support is available to employees via an online support form, allowing the IT department to track and prioritize incoming requests. Additionally, WHCCD IT maintains a substantial Answer Center database available to both staff and students, featuring a wide array of articles and documentation on IT processes, security tips, and commonly used software applications ([III.C.1.05](#), [III.C.1.06](#), [III.C.1.07](#)). The college has a Media Services Specialist who provides support and assistance to staff, faculty, administrators, and students on media related issues. At the Firebaugh Center, the IT department provides staff on a rotation basis to provide technology support each day. IT maintains a standard for typical user hardware and publishes the process for the purchase of new hardware and equipment via the WHCCD Answer Center. Users' laptop or desktop PCs are replaced on a regular, four-year cycle with a detailed inventory that is monitored by district IT. Replacement and licensing costs for hardware, software, technology infrastructure, and staffing are regularly reviewed and projected by IT based on inventory and replacement cycles ([III.C.1.08](#), [III.C.1.09](#), [III.C.1.10](#)). Outside of individually issued PCs, IT also maintains a list of technology standards associated with classrooms, facilities, and network infrastructure, including conference rooms, phone systems, and video surveillance equipment to be applied districtwide ([III.C.1.11](#)).

With the hiring in 2022 of Associate Vice Chancellor of Education and Student Services, the district has taken steps to strengthen the link between IT and functional areas at both colleges, with particular regard to business processes supported by the district's ERP software. This effort takes the form of the Joint Enrollment Directors Committee, which brings together the college Financial Aid Directors, college Directors of Admissions and Records, and the district Director of Information Technology Systems and "makes recommendations for the implementation of technology and processes" related to student onboarding, support, and enrollment ([III.C.1.12](#)).

As the district reworked its process for program review of district functions during 2021-22, evaluation of IT functions was integrated into District Program Review and the accompanying District Services Evaluation Survey, which was sent to all employees districtwide, asking them to evaluate district services including District IT. Based on these survey results, the IT Infrastructure and Security program included employee satisfaction with instructional technology in computer labs and with district-issued computers as Administrative Unit Outcomes for monitoring and improvement ([III.C.1.13](#)). WHCCD's network infrastructure has been designed and maintained to ensure redundancy within its hybrid network environment, ensuring reliability and consistent

delivery of services to all district locations, with adequate bandwidth to support both traditional and distance education ([III.C.1.14](#)).

Analysis and Evaluation

WHCCD maintains the technology support and resources necessary to sustain the overall operations and educational and support programs that are critical to the college and district mission. Through the establishment of the college Technology Committee and its linkages to the district Technology Review Council, technology needs and requests are vetted and evaluated using the college and district participatory governance functions, with these processes documented in the respective college and District Governance Manuals. The district operates a centralized IT department to service all locations districtwide. District IT maintains standards for technology, replaces computer hardware on a set cycle, and maintains the district's IT infrastructure and security. District IT, along with other centralized district services, evaluates its effectiveness annually through the district program review process.

- 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.**

Evidence of Meeting the Standard

The College works closely with the district IT department to plan, update, and replace technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

The WHCCD Technology Plan outlines the internal plans for the district's Information Technology division to support the colleges and district in meeting their missions and strategic goals. In doing so, this plan addresses a wide variety of technology priorities with a focus on technology infrastructure, security and risk management, and information systems ([III.C.2.01](#)). In addition to this plan, district IT maintains multi-year forecasts of costs and needs for staffing, infrastructure, and software to ensure that resources are available to support the district's long-term technology needs ([III.C.2.02](#)). Through the recently revitalized District Program Review process, district IT has evaluated its operations, including internal customer satisfaction through the accompanying District Services Evaluation Survey. Results from this survey were integrated into Administrative Unit Outcomes in both program reviews completed by district IT ([III.C.2.03](#), [III.C.2.03a](#), [III.C.2.04](#), [III.C.2.04a](#)).

Technology decisions at WHCCD are driven by program evaluation and needs identified through college and district-level units and departments. The purchase of new technology in support of instructional and support programs is initiated by the technology committees located at the college and at the district office. The role of the Technology Committees is to review and explore solutions to problems and software requests brought forth by functional areas at each location. As specific solutions are evaluated, a Software Evaluation Questionnaire is completed for each solution to ensure that it meets the necessary standards for data privacy and retention, and accessibility as required by Board Policy and Administrative Procedure 3725 *Information and Communications Technology Accessibility and Acceptable Use* ([III.C.2.05](#), [III.C.2.06](#), [III.C.2.07](#), [III.C.2.08](#)). Analysis of the total cost of ownership (TCO) for the technology application is also

included in this process, enabling both requesters and district IT to get a better understanding of the cost of purchasing, implementing, and maintaining the requested technology over a multi-year period and ensuring that adequate resources can be allocated by the requesting department ([III.C.2.09](#)).

Technology needs and requests are reviewed through the college's Technology Committee. Technology needs are assessed based on identified purpose and need and how they advance the college mission. Costs are also part of the review process. Once vetted, and if approved to move forward, technology requests are then forwarded to the College Council for further review and subsequent approval. If approved by the College Council, they are then referred for district review. The requests that are endorsed by the committees are then prioritized based on overall needs and competing projects. The chair of the Technology Committee brings forth proposed projects to the Technology Review Council (TRC). ([III.C.2.05](#), [III.C.2.10](#)) Funding for new technology endorsed through this process would be expected to come from existing departmental budgets or to be forwarded, via college or district program review, through the annual budget request and augmentation process outlined in the District Governance Manual ([III.C.2.11](#)). District IT maintains a Disaster Recovery Guide, providing a high-level overview of how to respond to various disaster situations and explaining backup and recovery processes (confidential document; available to team upon request). Additionally, district IT regularly monitors the district's network infrastructure to ensure that it maintains the capacity and redundancy needed to support all locations and both in-person and distance education ([III.C.2.12](#), [III.C.2.13](#)).

Analysis and Evaluation

WHCCD IT has developed a technology plan to address the future goals and directions needed to support the district's technology needs and infrastructure. This plan is complemented by the technology review and request process through the college technology committees and the district Technology Review Council, which provides colleges and constituent groups with the opportunity to drive the adoption of specific technology needs while ensuring that critical considerations around infrastructure, data security, accessibility, and total cost of ownership are taken into account. District IT maintains an internal disaster recovery guide to ensure that critical operations and infrastructure are protected and ensures network connectivity districtwide through redundancy and routine monitoring of network usage.

- 3. The institution ensures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

WHCCD IT maintains and regularly updates documented standards for technology used throughout the district ensuring a uniform experience with technology at all WHCCD locations. This includes standards for classroom technology such as Zoom classrooms ([III.C.3.01](#)). WHCCD plans for annual technology replacements and their cost, with IT maintaining a five-year Technology Replacement Forecast tracking anticipated costs districtwide for infrastructure, software, audio-visual equipment, and staffing ([III.C.3.02](#)).

Users at all district locations are able to submit an IT support request when IT assistance is needed. These support requests are logged and tracked into a centralized management system by district IT. This tracking and logging provides a consistent support process across all district sites. IT Technical Support Specialists are rotated across the district's three primary locations (which includes WHC Coalinga and the Firebaugh Center), ensuring that staff are physically on hand to handle support requests quickly ([III.C.3.03](#)). Additionally, network setup and infrastructure have been updated to allow district IT to manage machines remotely, including when they are offsite ([III.C.3.04](#)). Making support services independent of location whenever possible allows for expedited requests and further decreases time to resolution ([III.C.3.05](#), [III.C.3.06](#)). In addition to its support ticket system, district IT maintains a comprehensive IT answer center containing numerous self-service and information guides to aid in the use of technology resources ([III.C.3.07](#), [III.C.3.08](#)).

Reliability, security, and disaster recovery are key areas of focus for district IT. The department has developed an Incident Response Playbook which provides preparation, identification, containment, remediation, recovery, aftermath, and reporting steps for a variety of cybersecurity incidents and scenarios. This guide is used by the Incident Response Team and contains critical steps and contact information to be used during incident response. Additionally, IT has developed an incident response guide for use by all employees to aid in identifying cybersecurity incidents and to guide response and reporting of such incidents ([III.C.3.09](#)). District IT maintains additional internal guides for disaster recovery as well as redundant systems including systems to protect and restore isolated backups in the event of a successful ransomware attack on the district's primary backup infrastructure (confidential documents; available to Peer Review team upon request).

District IT takes numerous steps to ensure the reliability of its network and other infrastructure of locations districtwide. A system is in place to monitor uptime and performance indicators of core infrastructure systems. Alerts are sent to IT staff when issues are detected for a prompt response ([III.C.3.10](#)). Through CENIC, a non-profit organization chartered to provide network infrastructure to educational institutions throughout the state, redundant WAN connectivity is provided for the college, including the Firebaugh Center, both in terms of circuits and routers ([III.C.3.11](#)).

Analysis and Evaluation

WHCCD has invested heavily in its network infrastructure to ensure reliability across all locations and sites maintained by the district. In addition, district IT ensures a consistent technology user experience across the district by maintaining a series of standards for computer hardware as well as for classroom, conference room, and other on-campus technology. IT support is centralized through a single ticketing system that is used districtwide, providing a consistent user experience and level of support for all locations, including the IT Answer Center located on this district's intranet site as well as the ability for staff to remotely manage systems across the district, allowing for more rapid support regardless of the location of IT staff.

- 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.**

Evidence of Meeting the Standard

The College provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems. The college, along with district IT department, provides support and instruction in the use of technology.

Support is provided through group trainings individually dependent upon the need. If there are technology and/or technology system issues or challenges, an IT ticket is placed. Aside from managing and addressing technical issue, the IT staff will use the opportunity to inform and/or provide instruction on the effective use of technology. This is often done individually. If there are greater system needs, an information session will be conducted to provide instruction on use. For example, during the Spring 2022 Professional Development Day, IT provided training on the use of Microsoft Teams. Similarly, the college also provides group and individual training on other technology or system needs. For example, the Education Technology Specialist provides training and assistance on Canvas and related Learning Management System services. Aside from the on-going support provided by the IT department, the college maintains dedicated staff who provide support to faculty, staff, students, and administrators. The Media Services Specialist helps to maintain and provide media technology needs including Zoom room technology currently available in our classrooms and meeting rooms. ([III.C.4.01](#), [III.C.4.02](#), [III.C.4.03](#), [III.C.4.04](#), [III.C.4.05](#))

Analysis and Evaluation

The college, along with the district IT department, work to ensure that appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems, is provided.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

At the highest level, the appropriate use of technology within West Hills Community College District is governed by Board Policy and Administrative Procedure 3720 *Computer and Network Use*. Administrative Procedure 3720 describes the standards for the appropriate use of technology by all students and employees, including the acceptable use of district hardware and software, and expectations for security and privacy on district devices and networks ([III.C.5.01](#), [III.C.5.02](#), [III.C.5.03](#), [III.C.5.04](#)).

For students, failure to abide by policies and procedures that govern the appropriate use of technology could subject students to disciplinary action as outlined in Board Policy 5500 Standards of Student Conduct ([III.C.5.05](#)). During the new employee onboarding and orientation process, new employees are presented with information on the District's policy for computer and network use and are provided with a copy of BP and AP 3720 ([III.C.5.06](#), [III.C.5.07](#), [III.C.5.08](#), [III.C.5.09](#)). When logging in to district computers, all users (both students and employees) are required to acknowledge a message stating that they agree to abide by the terms of acceptable use in Board Policy and Administrative Procedure 3720 ([III.C.5.10](#)). Similarly, users are also required to agree to WHCCD's terms of service the first time they log into the district's network from off site ([III.C.5.11](#)).

The determination of what technology is appropriate to the teaching and learning process is governed by the district's software purchasing process and workflow. Under this workflow, all technology purchases, including those for instructional technology, are evaluated for need and total cost of ownership, with an emphasis first on the business (or instructional problem) needing to be solved followed by an evaluation of any specific technology solutions. As specific solutions are evaluated, a Software Evaluation Questionnaire is completed for each solution to ensure that it meets the necessary standards for accessibility as well as for data privacy and retention ([III.C.5.12](#), [III.C.5.13](#)).

Analysis and Evaluation

WHCCD Board Policy and Administrative Procedure 3720 Computer and Network use define the acceptable terms of technology use for the college, with users acknowledging the terms upon login to all district systems. Similarly, Board Policy 5500 Standards for Student Conduct outlines elements of student behavior related to computer and technology use. The district software purchasing process ensures that new technology products are purchased for a specific purpose and that they are aligned to the district's standards for privacy, security, and accessibility.

Conclusions on Standard III.C: Technology Resources

West Hills Community College District operates within a centralized IT department that serves the needs of all sites and locations while providing the flexibility for the college to utilize the technology and resources needed to meet the needs of teaching and learning. The Technology Review Council serves as the main district vehicle for the review of technology requests and projects, with representatives from the district office and both of the district's colleges. District IT is assessed annually through the district program review process. Likewise, the WHC Coalinga's Technology Committee serves as the vehicle for the review of technology requests and use at the college.

District IT does extensive planning to ensure that technology needs can be met on an ongoing basis, including forecasting of technology replacement cycles and extensive work to maintain both technology infrastructure and standards. These efforts have the additional benefit of ensuring that the technology experience of students, faculty, and staff across the district are uniform as well. This includes a common IT ticketing system used by all locations and an IT answer center on the district's intranet to provide answers to commonly asked questions. WHCCD has policies in place guiding the use of technology in teaching and learning, and students and staff are informed of these policies through a variety of avenues, including staff orientations, messages at login, and the college catalog.

Improvement Plan(s)

None

Evidence List

[III.C.1.01](#) District Governance Manual TRC Definition

[III.C.1.02](#) Software Purchasing Workflow

[III.C.1.03](#) Software Purchasing Overview
[III.C.1.04](#) TRC Org Chart
[III.C.1.05](#) Zendesk Support Requests
[III.C.1.06](#) West Hills Answers Landing Page
[III.C.1.07](#) Sample Self Service Guide
[III.C.1.08](#) Computer Standards And Replacement
[III.C.1.09](#) Summary Of Inventory
[III.C.1.10](#) Technology Replacement Forecast
[III.C.1.11](#) IT Standards
[III.C.1.12](#) District Governance Manual JEDC Definition
[III.C.1.13](#) Program Review IT Infrastructure And Security
[III.C.1.14](#) CENIC Circuit Diagram

[III.C.2.01](#) Technology Plan 2021-2024
[III.C.2.02](#) Technology Replacement Forecast
[III.C.2.03](#) IT Information Systems Program Review
[III.C.2.03a](#) Program Review Information Systems
[III.C.2.04](#) IT Infrastructure and Security - Dec 2021
[III.C.2.04a](#) Program Review IT Infrastructure And Security
[III.C.2.05](#) Software Purchasing Workflow
[III.C.2.06](#) Software Evaluation Template
[III.C.2.07](#) BP 3725 Information and Communications Technology
[III.C.2.08](#) AP 3725 Information and Communications Technology
[III.C.2.09](#) TCO Template
[III.C.2.10](#) Technology Committee
[III.C.2.11](#) WHCCD District Governance Manual 2023-24
[III.C.2.12](#) CENIC Circuit Diagram
[III.C.2.13](#) PRTG Report Bandwidth Usage2 021-01-01 Redacted

[III.C.3.01](#) IT Standards
[III.C.3.02](#) Technology Replacement Forecast
[III.C.3.03](#) IT Calendar Monthly Scheduling Snapshot
[III.C.3.04](#) AOVPN
[III.C.3.05](#) Zendesk Support Requests
[III.C.3.06](#) IT Remote Support
[III.C.3.07](#) Sample Self Service Guide
[III.C.3.08](#) West Hills Answers Landing Page
[III.C.3.09](#) Cybersecurity Incident Response Guide
[III.C.3.10](#) Systems Monitoring
[III.C.3.11](#) CENIC Circuit Diagram

[III.C.4.01](#) Canvas Guide-Students
[III.C.4.02](#) Canvas Orientation-Students
[III.C.4.03](#) Prof Dev-Tech Series Spring 2021
[III.C.4.04](#) High-Flex Room Guide
[III.C.4.05](#) Blackboard Ally-Canvas

[III.C.5.01](#) BP 3720 Computer and Network Use
[III.C.5.02](#) AP 3720 Computer and Network Use
[III.C.5.03](#) BP 3725 Information and Communications Technology
[III.C.5.04](#) AP 3725 Information and Communications Technology
[III.C.5.05](#) BP 5500 Standards of Conduct
[III.C.5.06](#) Faculty Orientation Check List
[III.C.5.07](#) New Hire Orientation - Faculty
[III.C.5.08](#) Classified Orientation Check List
[III.C.5.09](#) New Hire Orientation - Full Time Classified
[III.C.5.10](#) Logon Message On-Site
[III.C.5.11](#) Logon Message Offsite
[III.C.5.12](#) Software Purchasing Workflow
[III.C.5.13](#) Software Evaluation Template

D. Financial Resources

Planning

- 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)**

Evidence of Meeting the Standard

Financial resources are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness. The distribution of resources supports development, maintenance, allocation and reallocation, and enhancement of programs and services. The distribution and/or allocation of resources is largely driven by the program review process to ensure alignment with the college mission, purposes, and goals.

Our resource allocation and budget development process is guided at the college and district levels by program review. Specifically, each instructional and non-instructional area completes and submits a program review. The program review details alignment to the college's mission, progress in achieving prior goals/activities, analysis of data, identification of gaps, determination of plans for improvement and goals, and request for resources to address needs.

Program reviews are forwarded to the Budget Resources Committee (BRC) for review and ranking of the resource requests. Based on the information in program reviews, the BRC will provide priority ranking of budget resource requests to the College Council. Upon review by the College Council, it will forward the priority rankings to the president for consideration and possible inclusion into the college's proposed budget for the upcoming fiscal year. Within this process, the college president will submit a proposed budget to the district for consideration and approval. The college process is outlined in the Participatory Governance and Integrated

Planning Manual 2022-2023 ([III.D.1.01](#)). Because WHC Coalinga is part of a multi-college district, this process considers the mission, vision, and goals of the college and district. Through this process, funding and budget requests are identified and prioritized. The District Governance Manual lays out the process for prioritization and allocation of resources based on these requests and available funding, with final prioritization taking place in the Chancellor's Executive Cabinet based on a set rubric ([III.D.1.02](#), [III.D.1.03](#)).

Under California law, fifty percent the current expense of education must be spent on direct instructional activities [311 report], and the district reports annually to the CCCCO on its compliance with this requirement ([III.D.1.04](#)). Additionally, the district must comply with the Faculty Obligation Number (FON), a floor set by the state regarding the number of full-time faculty who must be employed with the district ([III.D.1.05](#)). The district has consistently met or exceeded this standard as evidence for its on-going support for instruction and student learning programs. Annual budgets are developed based on the Budget Development Calendar, which is integrated into AP 6200 and the District Governance Manual ([III.D.1.06](#)). As required by AP 6305 Reserves, the district's annual budget is built around a required 20% reserve consisting a 1% contingency reserve, a 3% economic recession contingency, and a 16% general fund reserve ([III.D.1.07](#), [III.D.1.08](#)).

This higher reserve requirement was adopted in fall 2020 in response to on-going volatility in funding in the face of state revenue deferrals and the need for reserve funds to be adequate to cover required monthly expenditures such as payroll and utilities. The district has established multi-year projections for scheduled maintenance, and these plans are built into annual budgets ([III.D.1.09](#), [III.D.1.10](#)). In addition to the required reserves, cost escalations are built into the annual budget. BP/AP 6250 on Budget Management require that budgets be balanced, and deficit budgeting is not permitted. All changes to the district budget reflecting a net increase or decrease to the approved budget are presented to and approved by the Board of Trustees ([III.D.1.11](#), [III.D.1.12](#), [III.D.1.13](#)). The Board of Trustees is presented monthly with a budget status report listing the current budget and expenditures for major fund classifications ([III.D.1.14](#)). The district follows the CCCCO Budget and Accounting Manual to determine budget line items, revenue and expense categories, and budget structure ([III.D.1.15](#)).

Analysis and Evaluation

At both the college and district level, the institution has put systems, processes, and procedures in place to ensure that financial resources are used in a manner that supports student learning and that continuously improves institutional effectiveness. A core element of the resource allocation and planning is through program review. The college has a defined program review and resource allocation process that helps to inform action to advance student achievement and institutional mission. Then, at the district level, the annual budget is developed using a realistic picture of the district's resources and expenses, with this annual budget approved by the Board of Trustees who are also provided with regular updates on the status of the budget. Within the budget development cycle, requests from resources are reviewed and prioritized in the Chancellor's Executive Cabinet, ensuring that new resource allocations are based upon priorities originating in program review while at the same time ensuring the final prioritization and allocation based on available funds, which are based on a global view of the district's priorities and available resources.

- 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.**

Evidence of Meeting the Standard

WHC Coalinga's mission and goals are essential elements to financial planning at the college. The college mission and goals are integrated as part of institutional planning. This is largely driven by program review, which serves as the foundational mechanism to ensure alignment with the college's mission and goals. Instructional and non-instructional areas prepare and submit program reviews. Information and needs identified in the program review are used by the Budget Resources Committee to make prioritization recommendations to the College Council. In return, the college makes the final recommendation on budget resource allocation to the president for consideration for the next fiscal year. As part of the consideration for financial planning, alternative funding sources are identified in addition to college general funds. When possible and if aligned with college mission and goals, program needs may be funded by alternative funding sources.

For example, the 2022 Diesel Technology program review noted the need to increase enrollment and program conferral ([III.D.2.01](#)). Part of the resource needs identified was for staff development to ensure alignment with current industry standards as well as to provide supplies for students in their hands-on lab experience. These resource needs were part of the resource allocation prioritization by the Budget Resource Committee. Alternate funding considerations were part of the determination of whether such requests may be funded through other means ([III.D.2.06](#)).

At the district level, the base budget is built in accordance with BP/AP 6200 Budget Preparation and Resource Allocation, taking into account current and long-term goal commitments driven by college and district plans ([III.D.1.06](#)). After this base budget is developed, any remaining funds are allocated among the colleges and district using the resource allocation process. This process is driven by the college and district mission via the program review process at the respective locations. District program review ties district departments to both the college and district goals, with resource requests forwarded to the Chancellor's Executive Cabinet for prioritization in line with the Budget Development Calendar in the District Governance Manual. This calendar governs the timelines for resource allocation districtwide, ensuring that requests from district program review are reviewed in CEC at the same time as college requests, allowing the executive team a full districtwide view of budget requests during the prioritization process ([III.D.1.02](#)).

The full process was first put into effect in spring of 2022 for the 2022-23 budget development cycle. College and district level resource requests were reviewed and given overall rankings at CEC on April 5th. All CEC members used a scoring rubric based on addressing 1) External Mandates, 2) College and District Mission and Vision, 3) Innovation and Continuous Improvement, and 4) Alignment with College and District Plans ([III.D.1.02](#), [III.D.1.03](#), [III.D.2.02](#)).

This process, tied to budget preparation for the district, is governed by BP/AP 6200 Budget Preparation and Resource Allocation, with reserves set in the budget based on AP 6305 Reserves ([III.D.1.06](#), [III.D.1.07](#)). The district builds in long-term obligations such as capital outlay and OPEB liabilities as a part of its annual budget preparation process (multi-year projection spreadsheet). Furthermore, the district’s Strategic Plan maintains fiscal Sustainability and a core commitment that serves as a foundation for budget planning and district operations ([III.D.2.03](#), [III.D.2.04](#), [III.D.2.05](#)).

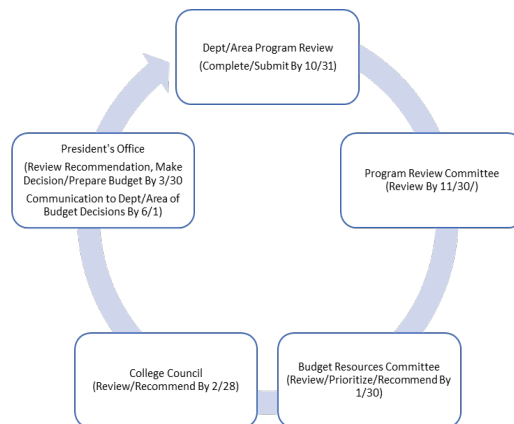
Analysis and Evaluation

WHCCD follows its established Board Policies and Administrative Procedures and uses these as the basis for its financial planning and for the development of its annual budget. At both the college and district level, resource requests are based upon program review, which is grounded in both the college's and district’s respective mission, vision, and goals. All college and district priorities are then reviewed by the Chancellor’s Executive Cabinet to establish the top priorities based upon all needs districtwide.

- 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.**

Evidence of Meeting the Standard

The budget approval timeline for California Community Colleges is largely dictated by state law, with the tentative budget required to be approved by the end of June and the final, adopted budget requiring approval by September 15th, with WHCCD’s local budget timeline placing this approval in August in order to meet this deadline ([III.D.1.02](#)). Board Policy and Administrative Procedure 6200 Budget Preparation and Resource Allocation define the overall process for budget development within the district ([III.D.1.06](#)). This process is further defined within the District Governance Manual (III.D.3.01). The WHC Coalinga has a defined process to determine budget priorities based on the college’s mission, needs, and goals. To ensure integration, the budget development and process typically includes program review to ensure alignment with institutional goals and mission ([III.D.1.01](#)). The process is outlined below.



Per its 2022 Governance and Integrated Planning Manual, the process includes the following:

- **Program Review:** An area or department completes a program review to assess its alignment to the mission of the college, evaluate progress in meeting previously identified goals, assessment of student achievement (including outcomes), identification of gaps, development of new goals, and plans for improvement to address gaps and advance student achievement. The resource needs requested by programs are driven by the goals and improvement plans identified in the program review. Program reviews are reviewed by the Program Review Committee in addressing areas identified.
- **Budget Resources:** Based on program reviews, requests for budget consideration are identified. The Budget Resources Committee reviews requests and prepares budget prioritization recommendations to the College Council.
- **College Council:** Receives the prioritization from the Budget Resources Committee. The College Council also receives and reviews program reviews. The College Council makes budget recommendations to the president.
- **President:** The president reviews the budget recommendation from the College Council and makes a determination for the college's priorities for the upcoming year. The President prepares and provides a college budget recommendation to the district chancellor.
- **Communication:** Based on approved budget allocation for the year for the college as agreed with the district, the Office of the President communicates a decision to the applicable departments/areas and to the college.

The tentative budget is shared with departments in January for review of discretionary funds. This input is due back to the district office in March and is then integrated into the tentative and ultimately adopted budget. This budget input includes worksheets for internal transfers to discretionary funds as well as each college's (and the district office's) prioritized lists for one-time and on-going augmentations ([III.D.2.02](#)). These priority lists, built with constituency input from the colleges and from departmental program review at the district office are then forwarded to the Chancellor's Executive Cabinet for final prioritization. This process is outlined in the Planning and Resource Allocation section of the District Governance Manual ([III.D.3.01](#)). As the proposed budget is finalized the chancellor shares the list of augmentations with all internal stakeholders listing the resource requests that were integrated into the year's budget ([III.D.3.02](#))

Prior to the presentation of both the tentative and proposed adopted budget at the August Board of Trustees meeting, the proposed budget is posted on the district website for viewing by internal constituencies and for public inspection for a minimum of ten days prior to the public hearing at the August Board of Trustees meeting ([III.D.3.03](#)). For the proposed adopted budget Notice is also posted to The Business Journal, a local publication, via the Fresno County Superintendent of Schools ([III.D.3.04](#)). Details on board approval, and then ultimately the budget, are reported to the state via the CCFS-311 report submitted each October ([III.D.3.05](#), [III.D.3.06](#), [III.D.3.07](#)).

Analysis and Evaluation

The College integrates program review, planning, and resource allocation to address short and long-term needs for educational programs and services and for human, physical, technology, and financial resources. Information from program review is used to help determine budget

resource allocation each year. To ensure continuous improvement, the college has developed some changes to improve the connection between program review, budgeting, and resource allocation including revising its processes; therefore, going forward, the college will have program reviews (annual, comprehensive) due in the October during the fall semester instead of at different times during the academic year. The changes are to 1.) ensure consistency; 2.) assure institutional priorities including resource allocations are based on program reviews and identified as areas of improvement; 3.) ensure continual alignment with the college mission; and 4.) formulate budgets and plans that are integrated and holistic based on information generated from program reviews.

WHCCD follows the process for budget allocation that has been set within its Policies, Procedures, and the District Governance Manual. Under this process, college and district-level resource requests are vetted through their own processes (college- and district-level program review) and ultimately forwarded to the Chancellor's Executive Cabinet for review and prioritization, with subsequent reports back to stakeholders and governance groups on the priorities that ultimately were included in the Board-approved annual budget, thereby closing the loop on resource requests that originated with college and district constituencies.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The budget development process begins in January when departments receive a copy of their budget for review and adjustment prior to the adoption of the tentative budget (tentative budget worksheet). This includes YTD spending for the current fiscal year to provide a baseline for the next year's budget planning. This, along with fixed expenditures, becomes the basis for expenditures in the annual budget.

To ensure alignment with college mission and goals, the institutional budget planning development process typically begins with program reviews. Assessment of progress including outcomes, determination of gaps, identification of areas of improvement and resource needs are elements of the program review process. Resource needs identified through the program review process are reviewed and prioritized by the Budget Resources Committee (BRC). From the BRC, the College Council reviews and makes recommendation of budget allocation needs to the college president. The college president uses this information to help formulate the budget for the college the upcoming fiscal year. This information is then shared with the WHCCD Chancellor for further review at the district level ([III.D.1.01](#)).

When resource requests are being reviewed and prioritized, the management and executive teams will discuss requests that can potentially be funded by restricted, grant, and categorical funds will be issued if funding is available from these sources. These resource requests will be removed from the lists before they are forwarded to Chancellor's Executive Cabinet for final review and prioritization. Through this process, the college and district are able to leverage these restricted and external funding sources while building connections and cooperation between units and departments.

Budgeted revenues are based on state budget assumptions from the governor, legislative offices, and the California Community Colleges Chancellor's Office as information becomes available. The Tentative budget is continuously being revised to account for these changes up to the point when it is approved in June, typically reflecting the state budgetary information available as of the Governor's May Revisions to the state's proposed budget. Following final legislative and executive approval of the state budget, the district's proposed budget is adjusted to reflect this final, enacted State budget, with board approval occurring each in August of each year ([III.D.4.01](#), [III.D.4.02](#), [III.D.4.03](#), [III.D.4.04](#), [III.D.3.05](#))

When developing the tentative budget, year-to-date and estimated actuals form the basis for future year expenditures such as utilities and other fixed costs, with allowances for cost escalations built in to account for inflation and other increases ([III.D.1.10](#)). As new restricted fund awards or categorical program allocations are awarded and released from state, federal, and other external sources, budgets are developed and adjusted based on these modifications, with budget modifications presented to the Board of Trustees for approval ([III.D.4.05](#), [III.D.4.06](#))

Analysis and Evaluation

Annual budget planning begins with a realistic picture of available resources, with departments first reviewing their year-to-date resources and expenditures for the current year and using this as the basis for the next year's budget. At the district level, the budget is based on all available information available from the State of California as the state's budget is developed and ultimately approved by the legislature and governor. This information on revenues is combined with historic and projected data on ongoing costs such as staffing and utilities. The district has a long history of making effective use of grants and other restricted funds, and continuously updates its budget with the Board of Trustees to take new funding streams into account. Similarly, these restricted sources are also considered when developing requests for the upcoming year to ensure that the district is maximizing both these restricted funding sources and its unrestricted funds.

- 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.**

Evidence of Meeting the Standard

WHC Coalinga is part of a multi-college district. While a separate College, it does not have a separate business/finance office with its own fiscal operations. All fiscal/finance functions are centralized through the district business office. The college abides by the financial structures and processes as outlined in district policies and procedures. The business department at the district office helps to manage business operations at the college; however, managers and administrators with college oversight of grants, categorical funds, and general funds monitor their respective budgets to help ensure appropriate controls and financial practices are adhered to. Board Policies and Administrative Procedures 6300 Fiscal management and 6301 Fiscal Grants Management define the district process for financial management. AP 6300 states that the district will adhere to commonly accepted accounting and auditing principles and includes

the requirement that the district comply with the Budget and Accounting Manual for California Community Colleges and GASB standards. BP and AP 6301 require that the district implement standards for internal controls, objectives, and accountability while also maintaining a handbook specific to fiscal grants management ([III.D.5.01](#), [III.D.5.02](#), [III.D.5.03](#), [III.D.5.04](#))

The district's fiscal processes, procedures, and standards are defined in a series of manuals maintained by the Business Office: the Business Office Manual, the Purchasing Handbook, the Travel Handbook, and the Fiscal Grants Handbook ([III.D.5.05](#), [III.D.5.06](#), [III.D.5.07](#), [III.D.5.08](#)). The Business Office Manual also includes a breakdown of the various tasks and duties performed within the WHCCD Business Office and the responsible managers and staff, illustrating the separation of duties that have been established to support the district's fiscal controls. This separation of duties is further defined within the organizational chart for the Business Office as well as the District Function Map, where accounting, payroll, grants, and budget services and procurement are overseen by different managers, with each function having its own set of defined functions and duties ([III.D.5.09](#), [III.D.5.10](#)). Timely information on budgets and expenditures is available to budget managers via direct access to run on-demand budget reports through Ellucian Colleague, the district's Enterprise Resource Planning (ERP) system. The Business Office maintains reference documents and quick guides on how to access this budget information. Budget access featured prominently in the series of Business Office trainings that were conducted districtwide for all managers and administrative support staff during the summer of 2021 ([III.D.5.11](#), [III.D.5.12](#)).

The district program review process provides an additional opportunity for review of Business Office Processes and procedures. Evaluation of employee satisfaction with training and Business Office procedures is integrated into the District Services Evaluation Survey that supports program review. Outcomes on this survey in fall 2021 were used by the WHCCD Business Office when developing the training materials in support of the revised Business Office Manuals in summer 2022 ([III.D.5.13](#), [III.D.5.14](#)). To ensure that the Business Office manuals are reviewed and revised on a regular basis, this work has been institutionalized through the District Governance Manual, which calls for updates to the Business Manual and Purchasing Handbook to be presented to District Leadership Council (DLC) during April of each year (DGM-DLC pages 13-14). Regular reports to the Board of Trustees provide a final check on the financial processes and controls within West Hills Community College District. The Board of Trustees approves the annual budget (both tentative and adopted) each summer, and the Board reviews and approves the district's annual audit. The Board also votes to approve any mid-year budget augmentations, as well as purchase orders, and warrants and contracts above \$5,000 ([III.D.3.06](#), [III.D.5.15](#))

Analysis and Evaluation

WHCCD has Board Policies and Administrative Procedures in place ensuring that the district abides by set standards of financial management and controls including those set by the California Community Colleges Chancellor's Office and the Governmental Accounting Standards Board. The details of the district's fiscal processes, controls, and procedures are included in its series of manuals maintained by the district's business office. These manuals are set to be reviewed annually under the WHCCD District Governance Manual, and along with the District Function Map and Organization Charts outline the delineation of functions

within the Business Office. Transparency of fiscal reporting provides an additional check on financial integrity, with all departments districtwide able to track their budgets independently, and with the district's Board of Trustees approving the annual budget, having received regular reports on the budget's status as well as on expenditures and contracts above a certain threshold.

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.

Evidence of Meeting the Standard

The district's budget is approved annually by the Board of Trustees and is subject to annual external audits. The district's financial statements have a high degree of credibility and accuracy. Beginning with 2022-23, the district has taken additional steps to ensure the transparency and credibility of the annual adopted budget. While in prior years, the adopted budget reported only prior year budgeted totals, for 2022-23 it was built to also include estimated actuals for the prior year as a comparison to the budget and to ensure accurate estimation of ending and beginning fund balances. The presentation of the budget's beginning and end fund balance has now been clarified to better reflect the realities of revenue and expenditures in the district. The adopted budget's beginning balance now reflects actual funds at the start of year, and the ending is a reflection of beginning balance, revenues, and expenses ([III.D.3.05](#)).

In addition to its annual budget, the district also has a long-standing practice of sharing monthly budget status reports with the Board of Trustees. These reports list actual revenue and expenses to date providing the Board as well as all other constituencies with regular updates on the status of the district's budget and expenses ([III.D.1.08](#), [III.D.1.14](#)). The district makes quarterly and annual submissions of the CCFS-311 report to the California Community Colleges Chancellor's Office. This report shows the district's income and expenses, along with assets and liabilities for the year. It is used as a point of comparison in the district's annual audits ([III.D.3.07](#)).

WHCCD's financial statements are audited annually, with the only findings in recent years limited to concerns regarding the processing of Return to Title IV for federal financial aid at WHC Coalinga, which was largely the result of turnover in financial aid leadership resulting in a lack of clarity on Financial Aid policies and procedures ([III.D.6.01](#), [III.D.6.02](#)). Funds received from General Obligation bonds receive their own annual audit ([III.D.6.03](#)). The WHCCD Foundation is incorporated as a separate 501(c)3 non-profit organization supporting West Hills Community College District. The WHCCD Foundation is audited on an annual basis, and these annual audit reports are presented to and approved by the WHCCD Foundation Board of Directors (Foundation board meetings minutes. Audits of the WHCCD Foundation have been free of findings for at least the past four years ([III.D.6.04](#), [III.D.6.05](#)).

Analysis and Evaluation

WHCCD's financial statements reflect a high degree of accuracy, with changes in procedures and presentation of the budget reflecting the district's ongoing commitment to the credibility

and transparency of its financial statements. This is reflected in internal reports (budget and status reports), external reports (CCFS-311), and the district's annual audits. Likewise, the WHCCD Foundation undergoes annual audits which are reviewed by its own Board of Directors.

7. Institutional responses to external audit findings are comprehensive, timely, and appropriately communicated.

Evidence of Meeting the Standard

West Hills Community College District is subject to annual financial audits that are conducted in accordance with the Contracted District Audit Manual ([III.D.7.01](#)), a guide which is updated annually by the California Community Colleges Chancellor's Office Fiscal Services Division. This manual includes state and federal audit requirements, as well as audit requirements that apply to the West Hills Community College Foundation. In addition to this general audit, an additional audit on WHCCD's Revenue Bond Construction Funds is conducted ([III.D.6.03](#)). Annual audit reports are presented to the Board of Trustees for approval in a public meeting and are posted on the district website ([III.D.3.06](#), [III.D.7.02](#), [III.D.7.03](#))

The California Community College Chancellors' Office sets the due date for annual audits to be submitted to the system office, and with the exception of the 2019-20 and 2020-21 audits, wherein timelines were impacted by the Covid-19 pandemic, WHCCD has a solid record of timely audit completion and submission. Since the onset of the Covid-19 Pandemic, due dates have been set in February as opposed to December of each year as was typical prior to the Pandemic. During this time, the district was granted extensions beyond this deadline, with audits submitted in May of 2021 and May of 2022 respectively. During this time, due to transitions in audit teams, and delays caused by Covid, WHCCD's audit firm began the process late, contributing to these delays. For the 2021-22 fiscal year, the district has remediated these delays, with a schedule set for the year's audit and set to complete by December of 2022. Prior to the onset of the Covid-19 pandemic, audits were consistently on time and completed by December with presentation to the Board of Trustees in January. Once the district receives the official findings from the auditors, official responses from the district are provided to the auditors within three days and are included in the audit report itself ([III.D.7.04](#)).

In review of the previous six years, the district has had audit findings in the two most recent years: 2020-21 and 2021-22. These findings included two compliance findings unrelated to WHC Coalinga but were with its sister college. Additionally, both 2020-21 and 2021-22 a material weakness involving Return to Title IV procedures for federal financial aid at West Hills College Coalinga. Within the 2020-21 Audit Report, WHCCD outlined a series of corrective measures around Return to Title IV reporting, and this finding was carried over as a repeated finding in 2021-22. The material weakness was largely the result of turnover in financial aid leadership resulting in a lack of clarity on Financial Aid policies and procedures. The district's audit response noted that the district and colleges are working to develop consistent policies and procedures to remedy this situation and ensure ongoing compliance. Financial Aid has conducted additional staff training to ensure cross-training between staff in the event of future turnover. Additional steps have also been added to current procedures on Return to title IV in response to

the audit finding to ensure compliance, including placing the Return to Title IV process on a schedule every 20 days between enrollment notifications. Financial aid adheres to written Policies and Procedures, conducts ongoing reconciliations of federal financial aid programs and participates in the district's annual Audit to maintain compliance. Controls are in place for financial aid revenue streams. The business office draws down federal financial aid funds three days prior to disbursement in line with federal guidelines and based on anticipated financial aid award disbursements ([III.D.3.06](#), [III.D.7.05](#)).

Analysis and Evaluation

The district undergoes a comprehensive audit of its financials by an external auditor on an annual basis, guided by the California Community Colleges Chancellor's Office Contracted District Audit Manual (CDAM). Audit results are shared publicly on the district website and are presented to and approved by the district Board of Trustees once completed. The district has a long track record of timely, comprehensive, and unaltered audits, the only exceptions being in the two years surrounding the Covid-19 Pandemic, during which the district was granted extensions for the completion of audits, and during which several findings were reported for 2020-21. The district has continued to exhibit its commitment to fiscal compliance by responding to these findings and taking corrective action to ensure that such issues do not arise in the future.

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.

Evidence of Meeting the Standard

Review of internal control structures is a major component of the district's annual audits, with the Contracted District Audit Manual (CDAM) for California Community Colleges including a broad focus on internal fiscal controls. As part of the audit process, the district provides its auditors with a series of memos describing its internal controls, and no recent audit findings regarding internal controls have been issued ([III.D.7.01](#)). With leadership changes at the Chancellor and CFO level during the 2021-22 year, the district determined that existing procedures were out of date and underwent an internal review of its control structures, processes, and documents, culminating in the summer of 2022 with the release of updated Purchasing, Travel, and Business Office Process manuals covering both internal procedures of the district's Business Office and other employees throughout the district ([III.D.5.05](#), [III.D.5.06](#), [III.D.5.07](#), [III.D.5.08](#)).

This need to update internal controls and documentation was identified in the Business Office Program Review developed during the 2021-22 year ([III.D.5.13](#)). Trainings on these new manuals and processes were run districtwide for management and administrative support staff during June of 2022 ([III.D.5.12](#), [III.D.8.01](#), [III.D.8.02](#)). With the new manuals, the Business Office has implemented a yearly review of these manuals and procedures, commencing in February of each year in order to finalize and implement any necessary process changes for the start of the fiscal year in July. The District Governance Manual, approved in late spring 2022, integrates this review process, with the Chancellor's Executive Cabinet and District Leadership Council receiving updates on these manuals and procedures during late spring ([III.D.3.01](#)). This ties to the district's 2021-26 Strategic Plan, which includes Fiscal Sustainability as a core

commitment, including the statement that “Prudent fiscal planning, advocacy, and transparency are critical to the success of the district and its students” ([III.D.2.03](#)).

Assessment of past budget practices have also led to improvement and recent changes to how WHCCD’s adopted budget is developed and presented, providing for a budget that is more realistic and transparent. This ties to the district’s 2021-26 Strategic Plan, which includes Fiscal Suitability as a core commitment, including the statement that “Prudent fiscal planning, advocacy, and transparency are critical to the success of the district and its students” (strategic plan). Operationally, this has translated to modifications of the district’s long-standing practices regarding budget development and reporting to the Board of Trustees, making budget reports easier to understand and more transparent. This has included the report of actual expenditures alongside the district’s adopted budget and the use of these prior year actuals to develop subsequent budgets that are better aligned to actual expenditures and district priorities. Transparency in budgeting has been further improved by moving contingency and reserve funds to a different section of the budget to make these funds more easily identifiable while providing a clearer picture of the district’s total net position ([III.D.1.08](#), [III.D.1.14](#)).

Analysis and Evaluation

The WHCCD District Strategic Plan emphasizes the importance of fiscal planning and transparency as key elements of the district’s ongoing fiscal health and sustainability. As such, internal controls are a key element of Business Office’s focus and are included in the operational manuals developed and maintained by the Business Office. They are also addressed within the Business Office’s annual Program Review, particularly as it relates to the need for comprehensive and ongoing training of staff districtwide. Furthermore, the district’s annual audits include checks on internal controls, and the district has received no recent audit findings pointing to any deficiencies in this area.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, to implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

In 2020, Administrative Procedure 6305 was approved, setting the district’s reserve and contingency funds at 20%. Additionally, these reserve and contingency funds are now clearly identified in the annual budget, thus increasing transparency and ensuring that the Board of Trustees and other constituencies are fully aware of reserve funds as required by AP 6305. ([III.D.09.01](#), [III.D.09.02](#))

Year to date cash flow statements are updated with actuals on a monthly. These statements include monthly revenue from all sources including state apportionment, tax revenue, enrollment fees, etc. These are reviewed regularly to ensure adequate funds for payroll, financial aid, and accounts payable. These cash flow statements also project revenue and expenditures for the remainder of the fiscal year based on historical trends, ensuring that the district has appropriate time to address any shortfalls within specific fund areas basis ([III.D.09.03](#)).

Board Policy and Administrative Procedure 6540 require that the district maintain a variety of insurance coverage to manage and mitigate financial risk. Among these, the district maintains liability insurance through Keenan and Associates covering areas required by AP 6540 such as damage to property, death or injury, personal property loss, and fire. ([III.D.09.04](#), [III.D.09.05](#), [III.D.09.06](#)). Risks and costs related to employee health insurance and post-employment benefits are controlled and mitigated by the District's participation in Joint Powers Authorities, where risk and costs are pooled across a number of institutions ([III.D.09.07](#), [III.D.09.08](#), [III.D.09.09](#)).

Analysis and Evaluation

WHCCD has Administrative Procedures in place to ensure that the district hold sufficient cash reserves and contingency funds to maintain stability and to weather difficulties arising, particularly as they relate to cash flow and monthly apportionment payments from the State of California. The Business Office produces monthly updates on the district's cash flow to monitor cash flow as well as to ensure that adequate funds are available to cover the district's ongoing obligations in addition to projecting potential future deficiencies. Cash flow and reserves are further protected by the district through liability insurance as required by Board Policy as well as by participation in Joint Powers Authorities for health insurance and post-employment benefits, ensuring that the district is not presented with any large unforeseen costs that might threaten its cash flow or overall fiscal position.

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.

Evidence of Meeting the Standard

The WHCCD Purchasing Handbook and Business Office Manual address the differences between restricted and unrestricted general funds (Purchasing Handbook categorical-grant funds excerpt.pdf, Business Office Manual). Institutional procedures for the use of restricted and unrestricted funds are aligned, with the district following more stringent requirements typically applied to restricted funds ([III.D.10.01](#)).

Grant and restricted fund budgets are monitored through monthly reports that are prepared by grant accountants for each grant budget manager (2021-22 grant summary expenditure report). Grant and restricted funds are further monitored through period meetings between the college presidents and the Grant Accounting supervisor to review expenditures and available funds ([III.D.10.02](#)).

The WHCCD District Business Office manages disbursement, draw-down, and bank reconciliations of financial aid funds based on financial aid that is awarded by the college financial aid offices. The Business Office Manual addresses this process for draw-down and reconciliation of state and federal funds, including financial aid funds ([III.D.10.03](#)). Business Office staff follow a documented process for ensuring reconciliation of disbursement and draw-down of financial aid and restricted funds. ([III.D.10.04](#), [III.D.10.05](#)). Additionally, the WHCCD Business Office works with the college financial offices to review and reconcile the annual Fiscal Operations Report and Application to Participate (FISAP) report to the U.S. Department of Education ([III.D.10.06](#), [III.D.10.07](#)).

In broader terms, the Board of Trustees reviews fiscal updates monthly. These provide a high-level overview of year-to-date budget versus actuals and include general and restricted funds as well as auxiliary programs ([III.D.10.08](#)).

District financial statements are audited annually. This audit includes state and federal financial aid funds. As part of the district's annual audit, additional separate audits are conducted on spending related to district bonds ([III.D.10.09](#), [III.D.10.10](#), [III.D.10.11](#)). These audits are reviewed and approved by the Board of Trustees. The WHCCD Foundation, a separate non-profit that operates in support of the district, is also audited annually, with its audit report reviewed and approved by the Foundation Board ([III.D.10.12](#), [III.D.10.13](#)).

Analysis and Evaluation

The WHCCD Business Office has procedures and practices in place to ensure the effective oversight of finances, including grants, restricted funds, and federal financial aid. The Board of Trustees is provided with regular updates on the status of unrestricted, restricted, and auxiliary budgets. District financial statements are audited on an annual basis, including on the use of state and federal financial funds. The WHCCD Foundation, a separate non-profit that supports the district, undergoes its own independent audit under the oversight of its Board.

Liabilities

11. The level of financial resources maintained 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.

Evidence of Meeting the Standard

The district has developed multi-year budget projections taking into account expected state revenue as well as anticipated expenditures over the next several years, in addition to anticipated cost escalations based on collective bargaining agreements, estimated retirement rates, inflation and cost of living adjustments, and long liabilities such as loan payments and other debt. These projections are accompanied by a five-year plan for scheduled maintenance that includes estimated project expenditures. These are built into current and multi-year projections, with the intent to fund these projects first using state funds, if available, then using unrestricted general funds ([III.D.11.01](#), [III.D.11.02](#), [III.D.11.03](#)). The district has acted on these projections to continually monitor and ensure long-term solvency. For example, the lease-purchase agreement on the district office building was refinanced with a COP (certificate of participation) to ensure consistent and manageable payments for this long-term debt ([III.D.11.04](#)).

To further support long-term sustainability and to control long-term obligations, any current year surpluses are evaluated for one-time expenditures to meet long-term obligations such as capital outlay and OPEB ([III.D.11.05](#)). Short term obligations are built into the annual budget and are assessed annually by the Chancellor's Executive Cabinet. Cash flow is reconciled and monitored on a monthly basis to ensure that these short-term obligations can be met ([III.D.11.06](#), [III.D.11.07](#)).

At its January 2022 Board of Trustees retreat, many of these efforts to monitor and control long-term debt and obligations were discussed with the Board of Trustees in the broader context of the district's Strategic Plan and its core commitment to fiscal sustainability. This included discussion of the district office refinance as well as the district's ongoing OPEB costs ([III.D.11.08](#)).

The district utilizes the option to go out for public bonds to meet long-term infrastructure costs such as technology and capital projects. For example, the recently completed Firebaugh Center at the north end of the district was funded through a combination of state funds and local bonds. Additionally, technology replacement cycles are being funded through Measure T bonds, which are issued as a series of short-term bonds. The district is currently on the second of three in this series. The district has planned for a technology reserve in the event future bonds funds become unavailable to fully fund technology replacement cycles ([III.D.11.05](#), [III.D.11.09](#)).

Analysis and Evaluation

In developing its annual budget each year, the district takes into account both its long-term and short-term financial obligations, utilizing multi-year projections of salaries, benefits, capital projects, etc. The district has a history of taking steps to ensure that long-term obligations can be met, including the recent refinancing of the district office building. The district also utilizes budget surpluses when available to minimize on-going, long-term costs. The Board of Trustees receives regular updates on the district's long-term financial obligations and acts upon the recommendation of the Chancellor and Vice Chancellor regarding steps to control long-term expenses.

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.

Evidence of Meeting the Standard

The district's long range fiscal planning takes liabilities and future obligations into account. This includes the district's OPEB liabilities and projected cost increases for employee salaries and benefits as well as escalations to other costs such as utilities. These long-term plans guide the district's decision making and provide a starting point for the district when developing the annual budget. ([III.D.12.01](#))

Board Policy and Administrative Procedure 7340 Leaves sets limits on the accrual of vacation time, thus limiting the potential liability for paying out vacation time upon separation ([III.D.12.02](#), [III.D.12.03](#)). District liability for classified comp time is not carried for more than a year, as classified employee comp time is paid out after one year if not used ([III.D.12.04](#)). As part of the district's end-of-year fiscal close-out, 25% of the district's vacation payout is posted as a liability ([III.D.12.05](#)).

The college completed an actuarial study in fall of 2022, in a continuation of the practice of running an actuarial study every other year, with a roll-forward in off years ([III.D.12.06](#)). Beyond actuarial studies, OPEB liabilities are closely monitored and reported to the Board of Trustees; in March 2022, the Board was presented with current OPEB liabilities, and the district subsequently

fully funded its OPEB liability based on the 2021 roll-forward study ([III.D.12.07](#), [III.D.12.08](#)). For the 2022-23 year, the district has budgeted for pay-go annual contributions to maintain full funding, but due to market volatility, the district expects some need for future increases to contributions ([III.D.12.09](#)).

Analysis and Evaluation

The district has continuously monitored and planned for its liabilities and future obligations, including salaries and benefits, liabilities associated with employee leave, and particularly the district's Other Post-Employment Benefits (OPEB) obligations. For OPEB, the district regularly contracts for actuarial studies to ensure that these costs are fully accounted for and that sufficient funds are budgeted annually to meet this ongoing liability.

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.

Evidence of Meeting the Standard

Locally incurred debt is assessed by WHCCD on an annual basis, with debt schedules integrated into the district's annual budget as well as its multi-year fiscal projections ([III.D.13.01](#), [III.D.13.02](#), [III.D.13.03](#)). The district's lease agreement on its district office building offers a prime example of this ongoing assessment. At the November 2021 Board of Trustees meeting, the board was presented with options for refinancing its initial lease on the facility to provide more consistent and predictable payments in the coming years. This restructuring plan was approved by the Board at that meeting, and the district has subsequently refinanced its original 2018 lease with a certificate of participation (COP) under new, more favorable terms ([III.D.13.04](#), [III.D.13.05](#), [III.D.13.06](#)).

Analysis and Evaluation

The district monitors its locally incurred debt and budgets annually for payment on this debt. When possible, the district explores opportunities to restructure locally incurred debt to minimize both long and short-term costs, as was the case with the refinancing of the district office building in late 2021.

14. All financial resources, including short and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

All district funds are audited on an annual basis by an external auditor who meets state and federal audit requirements for restricted funds. When required by funding agencies, reporting on restricted funding is done according to the funder's requirements (typically quarterly and/or annually and at close out) ([III.D.14.01](#), [III.D.14.02](#), [III.D.14.03](#)). Purchasing and procurement processes are in place to ensure that funds are used for their intended purposes. Purchasing and procurement includes multi-level approvals with budget managers, and a manager from the WHCCD Business Office responsible for reviewing and approving all requisition requests prior to

purchase, thus ensuring compliance with funding source and local processes and requirements. ([III.D.14.04](#))

Similarly, processes are in place to ensure that the spending of bond funds follows the intended purposes. These expenditures follow procurement processes in accordance with the purchasing handbook, with approval by a budget manager (typically a senior, district-level administrator). The purchasing department will review these requested expenditures for legal restrictions, bid limits, and compliance with labor law and California Public Contracting code. The budget manager is then responsible for ensuring that the expenditures are consistent with the approved bond project definitions ([III.D.14.04](#), [III.D.14.05](#), [III.D.14.06](#)). The district has recently worked to improve management of auxiliary funds, which are each now required to complete their own three-year budget projections with the intent that they are financially self-sufficient. If auxiliary programs are unable to meet their full obligation, the deficit is budgeted for in the district's unrestricted budget as a transfer to the program. Estimated actuals are included in the adopted budget to monitor fund balances for each auxiliary fund ([III.D.14.07](#)).

Auxiliary programs are then monitored through their inclusion in the monthly budget status reports to the Board of Trustees, and the district has recently begun requiring quarterly profit and loss statements from auxiliary programs ([III.D.14.08](#), [III.D.14.09](#), [III.D.14.10](#), [III.D.14.11](#)).

The WHCCD Foundation operates as a separate non-profit entity in support of the district, and itself has a number of measures in place so that Foundation funds are used for their intended purposes. Here, the Foundation has established documentation and procedures to ensure that funds are spent in alignment with donor intent. When new accounts are created at the Foundation, an account document is established, listing the allowable expenditures for that account. New scholarships follow a similar procedure, with the creation of a scholarship agreement that lays out how the scholarship should be awarded including the amounts awarded to students and the requirements for receiving that scholarship. Additionally, for major gifts (over \$25,000) the WHCCD Foundation will establish a documented gift agreement laying out how the gift funds will be spent. ([III.D.14.12](#), [III.D.14.13](#), [III.D.14.14](#))

Purchasing procedures for the WHCCD Foundation closely match WHCCD Business Office procedures, with layers of approval from account managers, the foundation executive director, and the WHCCD Vice Chancellor of Business Services for expenditures over \$5,000. Prior to the creation of an electronic requisition in the district's ERP, campus approval used a paper form. The digital approval process was then initiated for requisition entry, generation of purchase orders, and issuing of checks. These expenses are now reported quarterly to the Foundation Board of Directors and approved on a quarterly basis ([III.D.14.15](#), [III.D.14.16](#), [III.D.14.17](#)). As an additional fiscal control, any expenses reimbursed directly to the Foundation Executive Director are itemized on this report.

For any fundraising by student clubs and organizations, funds are deposited into special designated accounts. The business office requires that the approval of expenditures by any student clubs be reflected in meeting minutes as part of the overall process for purchasing approval. To improve consistency in this process, the WHCCD Business Office has created a short procedure guide that is shared with student clubs, and this guide is aligned with the best

practices published in the ASB Manual issued by California's Fiscal Crisis & Management Assistance Team (FCMAT) ([III.D.14.18](#), [III.D.14.19](#)).

Analysis and Evaluation

The district has a number of practices and processes in place to ensure that funds are used for their intended purposes, including grant, bond, and other restricted funds. The district's purchasing handbook outlines the roles and responsibilities of budget managers, who are responsible for approving expenditures in line with their intended purposes. The district's purchasing department reviews requested expenditures to ensure that expenditures meet specific legal requirements and bid limits as required by state and federal law. At the same time, the district has worked to strengthen its tracking and accountability for auxiliary funds, with each auxiliary program developing its own financial plan and by including explicit reports on auxiliary funds in the monthly budget status updates to the Board of Trustees.

The WHCCD Business Office has developed resources for and collaborated with student government to ensure that proper controls and procedures are in place for spending by student clubs and organizations, with expenditures required to be reflected in club minutes, in line with best practices. Likewise, the WHCCD Foundation has its own set of controls in place to ensure that Foundation funds are clearly designated and that they are used in a manner that aligns with donor intent.

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.

Evidence of Meeting the Standard

The College 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.

Financial aid is among the areas covered by the district's annual audit. While typically WHCCD's audits have been free of any findings, the revised audit for fiscal year 2020-21 did include a finding related to processing of Return to Title IV funds. This was largely the result of turnover in financial aid leadership resulting in a lack of clarity on Financial Aid policies and procedures. The district's audit response noted that the district and colleges are working to develop consistent policies and procedures to remedy this situation and ensure ongoing compliance ([III.D.15.01](#), [III.D.15.02](#)). Financial Aid has conducted additional staff training to ensure cross-training between staff in the event of future turnover. Additional steps have also been added to current procedures on Return to title IV in response to the audit finding to ensure compliance, including placing the Return to Title IV process on a schedule every 20 days between enrollment notifications. Financial aid adheres to written Policies and Procedures, conducts ongoing reconciliations of federal financial aid programs and participates in the district's annual Audit to maintain compliance.

Controls are in place for financial aid revenue streams. The business office draws down federal financial aid funds three days prior to disbursement in line with federal guidelines and based on anticipated financial aid award disbursements ([III.D.15.03](#)).

Analysis and Evaluation

The WHCCD Business Office has controls and procedures in place to ensure that federal financial aid funds are utilized in their intended manner, drawing down funds three days prior to disbursement and based on the totals awarded by the college financial aid office.

Expenditures around federal financial aid are included in the district's annual audits. In the one instance where an audit finding was issued, the district and college addressed these findings in the audit response and have developed procedures to ensure ongoing compliance with the requirements around Return to Title IV.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies. The agreements contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The district has one Board Policy and six Administrative Procedures addressing the requirements for different types of bids and contracts ([III.D.16.01](#), [III.D.16.02](#), [III.D.16.03](#), [III.D.16.04](#), [III.D.16.05](#), [III.D.16.06](#), [III.D.16.07](#)). The District Purchasing Handbook includes a section detailing requirements for contracts as well as the situations in which the bidding process must be utilized. Contracts over a \$15,000 are required to go to the Board of Trustees for ratification within 60 days ([III.D.16.08](#), [III.D.16.09](#), [III.D.16.10](#)).

Contract signers vary based on the amount and purpose of the contract. Education-based contracts require sign-off first by the colleges to ensure that the contract meets the educational goals and mission of the college. These contracts then go to the Vice Chancellor of Business and Fiscal Services to review for liability, hold harmless, double indemnification, termination, and other fiscal and liability concerns as detailed in the Purchasing Handbook and Policy and Procedure ([III.D.16.11](#)).

Analysis and Evaluation

The district has a number of policies and procedures in place governing the requirements for bids and contracts, with the District Purchasing Handbook providing additional detail and the operational obligations of contract amounts and board requirements. When applicable, contracts are approved by the college presidents to ensure that they align with the college's mission and goals, and ultimately all contracts must be approved by the Vice Chancellor of Business and Fiscal Services to ensure additional components of fiscal compliance.

Conclusions on Standard III.D: Fiscal Resources

The college is committed to advancing student achievement and the institutional mission.

Therefore, central to resource allocation and planning is program review. The college has established processes and procedures in place for the development of program reviews, the assessment of data, and prioritization of resource needs for budget consideration to support the college mission and vision.

At the district level, this commitment to aligning resource allocation with the Mission, Vision, and Strategic Plan of the district is continued, as the Chancellor's Executive Cabinet takes a broad, districtwide view of resource requests for prioritization and inclusion in the annual budget. Based on this commitment, these priorities are included in the annual budget provided that funds are available. Each year, the district's annual budget is built based on revenue expectations from the State of California with a realistic projection of expenses and liabilities to ensure that the district operates within its means while maintaining its own requirement for a combined 20% in reserve and contingency funds. This provided a further layer of protection against fiscal uncertainty.

The WHCCD Business Office has established processes and procedures through a series of manuals that are published and made available districtwide, effectively laying out the processes, controls, and delineation of roles within the Business Office and at the colleges, with particular regard to the roles of staff and management in fiscal oversight and compliance.

The district is audited on an annual basis to ensure compliance with state and federal regulations, and regular financial reports to the Board of Trustees provide an additional level of oversight and transparency on the district's financial position and transactions.

Improvement Plan(s)

None

Evidence List

- [III.D.1.01](#) Planning-Resource Allocation
- [III.D.1.02](#) Budget Development Calendar
- [III.D.1.03](#) Resource Allocation Rubric
- [III.D.1.04](#) Fifty Percent Report
- [III.D.1.05](#) FON Report
- [III.D.1.06](#) BPAP 6200 Budget Prep
- [III.D.1.07](#) AP 6305 Reserves
- [III.D.1.08](#) Budget Status
- [III.D.1.09](#) Capital Outlay Budget
- [III.D.1.10](#) Budget Simulation Tool
- [III.D.1.11](#) BP 6250 Budget Management
- [III.D.1.12](#) AP 6250 Budget Management
- [III.D.1.13](#) Budget Modifications
- [III.D.1.14](#) Budget Status Report
- [III.D.1.15](#) BAM

- [III.D.2.01](#) Diesel Tech Program Review
- [III.D.2.02](#) Cabinet Budget Ranking

[III.D.2.03](#) WHCCD Strategic Plan
[III.D.2.04](#) Tentative Budget Presentation FY2022-2023
[III.D.2.05](#) Tentative Budget FY2022-2023
[III.D.2.06](#) Budget Request Rank 2022-2023

[III.D.3.01](#) District Governance Manual
[III.D.3.02](#) Memo Approved Resource Allocation 2022-23
[III.D.3.03](#) Adaptive Budget Website Post
[III.D.3.04](#) Budget Hearing
[III.D.3.05](#) Adptd Final Budget 22-23
[III.D.3.06](#) Board Mtg Minutes Budget 08-23-2022
[III.D.3.07](#) 311 Annual Budget Report 2021-2022

[III.D.4.01](#) Board Mtg Budget Modification 06-28-2022
[III.D.4.02](#) Board Mtg Budget Modification 11-15-2022
[III.D.4.03](#) Tentative Budget Wrksht
[III.D.4.04](#) CCC 2023 Joint Analysis May Rev 05-12-23
[III.D.4.05](#) 12Fund Budget Mod June 22
[III.D.4.06](#) 12Fund Budget Mod Nov 22

[III.D.5.01](#) BP 6300 Fiscal Management
[III.D.5.02](#) AP 6300 Fiscal Management
[III.D.5.03](#) BP 6301 Fiscal Grant Management
[III.D.5.04](#) AP 6301 Fiscal Grant Management
[III.D.5.05](#) Bus Office Manual
[III.D.5.06](#) Purchasing Handbook
[III.D.5.07](#) Travel Handbook
[III.D.5.08](#) Grant Mgmt Guide
[III.D.5.09](#) Org Chart Business
[III.D.5.10](#) District Function Map
[III.D.5.11](#) Accessing Budgets
[III.D.5.12](#) Business Updates & Revisions
[III.D.5.13](#) Bus Office Program Review 2022
[III.D.5.14](#) District Svcs Eval Survey Result
[III.D.5.15](#) Board Mtg WarrantsPO 02-14-2023

[III.D.6.01](#) WHCCD Audit 2021
[III.D.6.02](#) WHCCD Audit 2022
[III.D.6.03](#) Measure Q T Financial 2021
[III.D.6.04](#) Foundation Audit 2021
[III.D.6.05](#) Foundation Bd Mtg 08-17-2022

[III.D.7.01](#) CDAM
[III.D.7.02](#) Bus Office Website-Audit
[III.D.7.03](#) Board Mtg Audit 03-7-2023
[III.D.7.04](#) WHCCD Revised Final Financial 2021

[III.D.7.05](#) Audit Finding Excerpt 2022

[III.D.8.01](#) Bus Office Training 06-1-2022

[III.D.8.02](#) Bus Office Training 06-9-2022

[III.D.09.01](#) AP 6305 Reserves

[III.D.09.02](#) 2022-2023 Adopted WHCCD Final Budget

[III.D.09.03](#) December 2022 Cashflow

[III.D.09.04](#) BP 6540 Insurance

[III.D.09.05](#) AP 6540 Insurance

[III.D.09.06](#) Proof of Coverage

[III.D.09.07](#) West Hills Portfolio Sheet Fiscal Year 2022 Q4

[III.D.09.08](#) Benefit Rates SISC Classified and Management 2021-2022

[III.D.09.09](#) Benefit Rates CVT Faculty Rates 2021-2022

[III.D.10.01](#) WHCCD Grant Management Guide 2022 Final

[III.D.10.02](#) Grant Summary Expenditures 2021-22 Master 5-31-22

[III.D.10.03](#) Business Office Manual Federal and State Draw Down Excerpt

[III.D.10.04](#) Draw Down Instructions for Grants and FA

[III.D.10.05](#) Call Down 2-28-22 J023526

[III.D.10.06](#) FISAP Report 2021-22

[III.D.10.07](#) FISAP - WHCL Complete 2023-24

[III.D.10.08](#) Budget Status Report March 2022

[III.D.10.09](#) West Hills CCD 2021 Revised Final Financial Statements

[III.D.10.10](#) WHCCD Measures Q and T 6-30-21 Financial Statements

[III.D.10.11](#) Board of Trustees Minutes 8-23-22 Audit Approval

[III.D.10.12](#) WHCC Foundation 6-30-21 Financial Statements

[III.D.10.13](#) Foundation Board Meeting Minutes 8-17-22 Audit Approval

[III.D.11.01](#) Budget Simulation Tool April 2022

[III.D.11.02](#) WHCCD SMSR 5 Year Plan 9-28-21

[III.D.11.03](#) WHCCD SMSR 5 Year Plan 10-16-22

[III.D.11.04](#) WHCCD RCOP Clean FOS 2022

[III.D.11.05](#) Interfund Transfers from Adopted Budget 2022-2023

[III.D.11.06](#) 2022-2023 Adopted WHCCD Final Budget

[III.D.11.07](#) December 2022 Cashflow

[III.D.11.08](#) Board of Trustees Retreat Minutes 1-28-22

[III.D.11.09](#) WHCCD Measures Q and T 6-30-21 Financial Statements

[III.D.12.01](#) Budget Simulation Toolv2 April 22

[III.D.12.02](#) BP 7340 Leaves

[III.D.12.03](#) AP 7340 Leaves

[III.D.12.04](#) CSEA CBA 2020-2023 Comp Time Payout

[III.D.12.05](#) Accumulated Vacation Comp 2021-22 redacted

[III.D.12.06](#) Actuarial Study WHCCD GASB75 Final Report 2022 Full

[III.D.12.07](#) Asset Statement RHBPT Balanced 6746018022 6-30-22

[III.D.12.08](#) Budget Update Presentation 3-8-22
[III.D.12.09](#) Interfund Transfers from Adopted Budget 2022-2023

[III.D.13.01](#) Santa Cruz County Bank DO Equip
[III.D.13.02](#) 2022-2023 Adopted WHCCD Final Budget
[III.D.13.03](#) Budget Simulation Tool April 2022
[III.D.13.04](#) WHCCD RCOP Clean FOS 2022
[III.D.13.05](#) West Hills CCD Lease Restructuring Options 11-16-21
[III.D.13.06](#) Board of Trustees Minutes 11-16-22 District Office Refinance Approval

[III.D.14.01](#) WHCCD HEERF Annual Report
[III.D.14.02](#) WHC Coalinga SEA Annual Report 2021-22
[III.D.14.03](#) 2021-22 Audit WHCCD Final Financial Statements
[III.D.14.04](#) Purchasing Handbook
[III.D.14.05](#) Bid Matrix
[III.D.14.06](#) WHCCD Measures Q and T 6-30-21 Financial Statements
[III.D.14.07](#) Interfund Transfers from Adopted Budget 2022-2023
[III.D.14.08](#) Budget Status September 2021
[III.D.14.09](#) Budget Status December 2021
[III.D.14.10](#) Auxiliary Profit Loss Summary Fiscal Year 2023 Q2 All
[III.D.14.11](#) Skills Valley Profit Loss Fiscal Year 2023 Q2
[III.D.14.12](#) Sample Scholarship Document 8-1-22
[III.D.14.13](#) Sample Gift Agreement 2-8-21
[III.D.14.14](#) Foundation Gift Fund
[III.D.14.15](#) Foundation Expense Claim
[III.D.14.16](#) Foundation Warrant 9-30-22
[III.D.14.17](#) Foundation Minutes 11-2-2022
[III.D.14.18](#) ASB Additional Procedures
[III.D.14.19](#) ASB Manual 11-2018 with Updates

[III.D.15.01](#) 2019-20 Audit WHCCD 6-30-20 Financial Statements Corrected
[III.D.15.02](#) 2021-22 Audit WHCCD Final Financial Statements
[III.D.15.03](#) Call Down 2-28-22 J023526

[III.D.16.01](#) BP 6340 Bids and Contracts
[III.D.16.02](#) AP 6340 Bids and Contracts
[III.D.16.03](#) AP 6345 Bids and Contracts
[III.D.16.04](#) AP 6350 Contracts Construction
[III.D.16.05](#) AP 6360 Contracts Electronic Systems and Materials
[III.D.16.06](#) AP 6365 Contracts Accessibility of Information Technology
[III.D.16.07](#) AP 6370 Contracts Personal Services
[III.D.16.08](#) Purchasing Handbook Contract Excerpt
[III.D.16.09](#) Purchasing Handbook
[III.D.16.10](#) Board of Trustees Minutes 10-25-22 Purchase Agreements
[III.D.16.11](#) FLUSD CCAP Agreement FINAL 2021-2026 07-21-21

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

- 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 to improve 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.**

Evidence of Meeting the Standard

WHC Coalinga participatory governance structure as described in the Participatory Governance and Integrated Planning Manual 2022-2023 provides the opportunity for constituents (students, faculty, staff, administrators) to be part of the “college-wide dialog, which focuses on solving complex problems that address student needs and the institution’s relentless pursuit of student success.” Through committees, task forces, and work groups, WHC Coalinga ensures members of the college community take part in the solution to improve practices, programs, and services, as well as effective planning and implementation ([IV.A.1.01](#)). For example, the college, via its Student Success Committee, has organized into four subcommittees, each addressing the core pillars of Guided Pathways. Each subcommittee includes various members of the college constituents to determine practices, implementation plans, and actions for improvement. Through the Pillar 1, Pillar 2, Pillar 3, and Pillar 4 subcommittees, plans to improve student orientation, students taking transfer English and math, early alert, and tutoring were discussed. As a result, the college will be relaunching its student orientation program and has developed Falcon Pathways for each associate degree, recommending that students take English within the first semester and math in the first year of enrollment ([IV.A.1.02](#), [IV.A.1.03](#)). Continuous promotion and advocacy in the use of early alert as well as instituting a Writing Center and Math Center were efforts identified in the work to implement guided pathways through the Student Success Committee ([IV.A.1.04](#)).

Aside from governance committees and subcommittee work, the college utilizes other avenues to encourage innovation for institutional excellence. Other avenues include but are not limited to the following: 1.) monthly Falcon Zooms wherein college personnel hear updates and new projects but also discuss possible areas to improve college programs and practices; 2.)

professional development activities and learning sessions during which College personnel hear about new resources, services, programs, practices, discussing the enhancement of programs offered; 3.) monthly faculty check-ins through which faculty learn about programs and discuss new ideas and practices to advance student achievement; 4.) institutional planning discussions such as those involving the educational master plan in which College personnel and students shared ideas regarding the future of the institution; and 5.) the districts-sponsored Upskill program, by which employees develop and work on new projects to advance a program or a service at the college. ([IV.A.1.05](#), [IV.A.1.06](#), [IV.A.1.07](#))

Analysis and Evaluation

WHC Coalinga ensures the opportunity and right of various constituent groups to participate in college governance structure. The college supports administrators, faculty, staff, and students no matter what their official titles, to take initiative to improve the practices, programs, and services in which they are involved. Participatory Governance and Integrated Planning Manual forms the basis and structure upon which constituents participate and is also the foundation for the processes, reporting structure, and roles, and responsibilities of the various governance committees for effective planning and implementation of practices to advance the college mission. Innovation and creativity are also encouraged and shared by other means such as professional development activities, monthly Zooms, and check-in sessions.

- 2. The institution establishes and implements policies and procedures authorizing administrator, faculty, and staff participation in the decision-making processes. The policy makes provisions for student participation and consideration of student views on 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.**

Evidence of Meeting the Standard

Participation in decision making is guided by Administrative Procedure 2510 as it outlines the role and responsibility of each constituent group including the Board of Trustees, faculty, staff, students, and administration. Additionally, participation in college governance also occurs through different committees, taskforces, and workgroups as noted in Standard IV.A.1. The college's Participatory Governance and Integrated Planning Manual outlines the membership, purposes, and duties of the various college committees. Administrators, faculty, staff, and students play an important role in the college's governance and decision making; therefore, through the respective constituency groups, members of the college community can participate in decisions related to planning, program reviews, budget, student success, technology, facilities, and accreditation. For example, the Professional Development Committee membership include faculty (adjunct, full-time), management (classified, administrator), and classified staff. ([IV.A.2.01](#), [IV.A.2.02](#), [IV.A.1.01](#))

In matters on which students have a direct and reasonable interest, students are invited to participate in those councils and committees such as the Student Success Committee, Institutional Effectiveness and Accreditation, College Council, etc. ([IV.A.2.03](#)). Their participation ensures that their voices are heard. The Associated Student Body Government makes student representative appointments to the various college committees. Every effort is

made to ensure students, faculty, staff, and administrators are given the opportunity to be part of the college planning process. For example, as part of the Educational Master Planning, the college scheduled meetings with the various constituent groups (staff, faculty, managers, students, and community). Information gathered as part of the comprehensive planning process for the Educational Master Plan was used to formulate the actions for the college over the next five years ([IV.A.1.07](#)).

Analysis and Evaluation

The College is committed to participatory governance to assure constituent participation in planning and decision making. The college Participatory Governance and Integrated Planning Manual outlines membership and participation in governance committees. Members are appointed by the respective membership groups to include College administrators, faculty through the Academic Senate, classified staff through the California School Employees Association (CSEA), and students through the Associated Student Body Government. Roles and responsibilities of committees are detailed in the manual and provide a structure by which members of the college community can provide ideas and work together on appropriate policies, planning, and actions.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and thus exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

WHC Coalinga has a clearly defined institutional governance process. With WHC Coalinga as one of two-colleges within the West Hills Community College District (WHCCD), it is governed by the procedures and processes outlined in Board Policy 2510 and Administrative Procedure 2510 as well as the WHCCD Governance Manual. The WHC Coalinga Participatory Governance and Integrated Planning Manual outlines the structure and process by which representatives can participate in and contribute to the planning, budget, and institutional policies within the college. Administrators and faculty are part of the participatory governance structure of the college and are part of the college committees in which matters pertaining to planning, budget, and policies are addressed. ([IV.A.2.01](#), [IV.A.3.01](#), [IV.A.3.02](#), [IV.A.1.01](#))

Administrators and faculty exercise a substantial voice in matters pertaining to policy, planning, and budget related to their respective areas of responsibility and expertise. Faculty are not only part of the college committees but also participate via structures related to their areas of responsibility, namely the Academic Senate, Curriculum Committee, Distance Education Committee, Student Learning Outcomes Committee, and Learning Areas. College representatives participate in those matters that have districtwide impact with policies, planning, and budgeting at the district level (e.g. District Leadership Council, District Technology Committee, and District Educational Coordinating Council).

Analysis and Evaluation

College governance committees meet at least once a month to discuss issues related to their areas of responsibility and their governance of the college. The various governance committees

report matters of policy, planning, and/or budget to the college Council. The College Council sets the framework and actions for the college. The College Council, through its own processes, makes recommendations to the college president for actions needing to be undertaken.

4. Faculty and academic administrators, through policies and procedures, and also through well defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty and academic administrators have responsibility for recommendations regarding curriculum, student learning programs, and services. The responsibilities, roles, and structures are set forth and governed by various West Hills Community College District policies and procedures. For example:

- Administrative Procedure 7217 Faculty Responsibilities: Faculty duty includes in part “curriculum improvements including revising and updating course outlines, content, and materials according to established West Hills College curriculum procedures, which includes the development of Student Learning Outcomes, assessment, and improvements. Faculty duty also includes developing new courses and programs according to curriculum policy and procedures.” ([IV.A.4.01](#))
- Board Policy 4020 and Administrative Procedure 4020 Program Curriculum and Course Development sets forth the curriculum review process including that of the Curriculum Committee, curriculum approval process, program review, student learning outcomes, and the role of chief instructional officer. ([IV.A.4.02](#))
- Administrative Procedure 2510 Participation in Local Decision Making includes the role and responsibility pertaining to curriculum such that the Board “shall rely primarily upon the Academic Senate” on matters pertaining to curriculum development, establishing prerequisites and placements of courses, standards or policies regarding student preparation and success, degree and certificate requirements, and grading policies. ([IV.A.2.01](#))

Procedures related to college curriculum are outlined in the Curriculum Handbook and the Student Learning Outcomes committee procedures ([IV.A.4.03](#)). Membership in the Curriculum Committee and Student Learning Outcomes Committee consists of faculty representatives from each of the five learning areas at the college. The Vice President of Educational Services serves as a voting member of the college's Curriculum Committee, which allows the administrative voice to be heard during curricular discussions at the college. Additionally, faculty utilize the program review process and meetings with administration to discuss possible plans to explore new curricular programs within their areas.

Analysis and Evaluation

Through board policies, administrative procedures, curricular processes, and program reviews, the college can articulate well defined structures for recommendations on curriculum and student learning outcomes.

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.

Evidence of Meeting the Standard

Administrative Procedure 2510 details the roles and responsibilities of faculty, staff, students, and administration in local decision making. WHC Coalinga works to ensure appropriate consideration of relevant expertise and perspectives are considered in determining goals and actions to advance the college mission, develop institutional plans, and meet student needs ([IV.A.2.01](#)). Constituents from across the college serve on college governance committees (classified staff, faculty, administration) and are primarily chaired/co-chaired by administrators/managers. In matters of primary responsibility and where the college relies on the expertise of faculty, such committees are made up mostly of faculty members appointed by the Academic Senate and chaired/co-chaired by faculty. Specifically, Academic Senate, Curriculum Committee, Distance Education Committee, and Student Learning Outcomes Committee. For example, matters pertaining to curricular changes are based on student needs, articulation and transfer requirements with universities, relevant data, legal or regulatory requirements, and industry and/or workplace expectations. The Curriculum Committee, a subcommittee of the Academic Senate is made up of faculty representatives from each of the faculty learning areas plus the articulation officer. The curriculum systems manager, who provides technical expertise related to curriculum also serves as a non-voting member of the committee. The vice president of educational services serves as a voting member of the committee. The curriculum committee is chaired by a faculty member.

The college's Participatory Governance and Integrated Planning Manual 2022-2023 outlines the process by which perspectives and expertise from different constituent groups take part in the dialogue, planning, and decision-making process ([IV.A.1.01](#)). Such consideration and institutional planning are governed by participatory governance and through college committees and councils where staff, faculty, administrators, and students participate.

Analysis and Evaluation

WHC Coalinga ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; timely action on institutional plans, policies, curricular change; and other key considerations that are part of the regular operations and practices of the college. Through established participatory governance processes, the college works to ensure that consideration is given to the various perspectives to advance its mission.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Participatory Governance and Integrated Planning Manual 2022-2023 details the decision-making process at WHC Coalinga ([IV.A.1.01](#)). The college works to ensure that every effort is made to communicate decisions across the college. College governance committees document their respective meeting discussions through minutes. The meeting minutes, discussions, recommendations, actions, and decisions of the committees are posted through BoardDocs. Meeting minutes and agendas are posted via each committee webpage ([IV.A.6.01](#), [IV.A.6.02](#),

[IV.A.6.03](#)). Additionally, through monthly college checks-ins, major actions and plans are communicated across the institution ([IV.A.6.04](#)).

Analysis and Evaluation

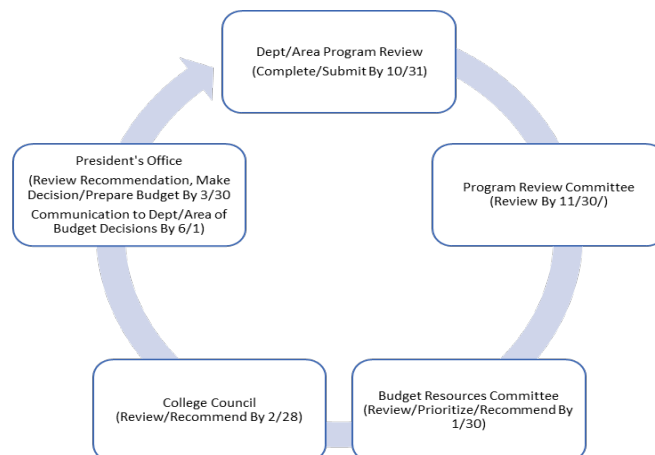
College governance committee agendas and minutes are posted on BoardDocs and are accessible via committee webpage. Monthly Zoom check-ins are another avenue by which decisions are actions are communicated across the institution. While the college meets this standard, it has also found that information on each committee webpage needs to be reviewed and updated regularly.

- 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 a basis for implementing improvements.**

Evidence of Meeting the Standard

Leadership and institutional governance including procedures and processes are evaluated to ensure integrity and effectiveness per the Participatory Governance and Integrated Planning Manual 2022-2023 ([IV.A.1.01](#)). Annually, each governance committee conducts a self-evaluation of its work, leadership, meeting structures, alignment with college mission, and overall effectiveness. Results for each governance committee are reviewed by the respective committee to formulate plans and actions to improve going forward. Reports of the self-evaluation are reported to the College Council for review and further determination of actions for improvement.

For example, the 2021-2022 Program Review Committee self-evaluation included commentary about collaborating with the Budget Resources Committee regarding resource allocation and timeline ([IV.A.7.01](#)). Given the desire to better align program reviews with resource allocation, the Program Review Committee and the Budget Resource Committee have revised the timelines for program review submission and resource allocation review. This change is now reflected in the Participatory Governance and Integrated Planning Manual 2022-2023 ([IV.A.1.01](#)), where all program reviews are due in October with budget review prioritization by January to allow time for planning and budget recommendations to the college president.



Additionally, because of college governance evaluation, another area identified through this process was for the College Council “to review, determine, and clarify those functions and roles that are institution wide that are under its purview vs. those that are specific to IEAC and/or other governance committees” ([IV.A.7.02](#)). The Institutional Effectiveness and Accreditation Committee (IEAC) believed that institutional effectiveness functions would probably be best suited with the College Council given all governance committees report to College Council and that the committee should refocus its efforts on accreditation. As a result, the College Council approved the formation of an accreditation steering committee at its May 22, 2023 meeting ([IV.A.7.03](#)). The College Council will now work to further address and implement institution effectiveness measures to assure continuous improvement.

Analysis and Evaluation

The College evaluates its governance structure including procedures and effectiveness each year. Results are used to make changes for improvement. The College consistently looks for ways to assure institutional effectiveness through the evaluation and review of its processes and structures. For example, prior to 2023, the college had communicated the governance committee effectiveness results through a report produced by the Institutional Effectiveness and Accreditation Committee. With a commitment to assure continued integration, each committee communicated the results of its self-evaluation survey along with an annual report directly to the College Council, effective Spring 2023. This change was to strengthen the connection and alignment of each governance committee with College Council. Additionally, this change was to ensure that changes to structures and processes were discussed, reviewed, and approved by the College Council, thereby advancing institutional effectiveness.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

WHC Coalinga has defined organizational structures, leadership roles, decision-making processes, and decision-making procedures. WHC Coalinga has a governance structure that is designed to support participatory governance and promotes diverse perspectives from college constituents. The College is committed to institutional effectiveness by assessing its structures, governance, and decision making processes in order to make changes for improvement.

Improvement Plan(s)

Continue to ensure committee governance pages are reviewed and updated regularly.

Evidence List

[IV.A.1.01](#) Participatory Governance and Integrated Planning Manual 2022

[IV.A.1.02](#) Falcon Pathways Page

[IV.A.1.03](#) Political Science AAT Falcon Pathway

[IV.A.1.04](#) Guided Pathways Scale of Adoption 2021

[IV.A.1.05](#) Falcon Monthly Zoom & Updates May 2023

[IV.A.1.06](#) Monthly Faculty Check-In Feb 2023

[IV.A.1.07](#) WHC Coalinga Education Master Plan 2022

[IV.A.2.01](#) AP 2510 Participation Local Decision Making

[IV.A.2.02](#) Professional Development Committee Charge
[IV.A.2.03](#) Student Success Committee Charge

[IV.A.3.01](#) BP 2510 Participation Local Decision Making
[IV.A.3.02](#) WHCCD District Governance Manual

[IV.A.4.01](#) AP 7217 Faculty Responsibilities
[IV.A.4.02](#) AP 4020 Program Curriculum
[IV.A.4.03](#) Curriculum Committee Handbook 2022

[IV.A.6.01](#) BoardDocs
[IV.A.6.02](#) College Council Agenda 03-18-2022
[IV.A.6.03](#) Sample Committee Page-Program Review
[IV.A.6.04](#) Falcon Zoom-College Monthly Updates March 2023

[IV.A.7.01](#) Program Review Committee Self-Evaluation 2022
[IV.A.7.02](#) IEAC Annual Report 2022
[IV.A.7.03](#) College Council Agenda 05-22-2023

B. Chief Executive Officer

- 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.**

Evidence of Meeting the Standard

The WHC Coalinga president has the primary responsibility for the quality of the institution and for providing leadership in planning, organizing, budgeting, and selecting and developing personnel, as well as for assessing institutional effectiveness. Per job description ([IV.B.1.01](#)), the college chief executive officer (CEO) provides “leadership to the college’s faculty, administrators, classified staff and student services; represent the college to the community at large; promote and develops partnerships and effective relationships with the community business leaders, related organizations, and others involved in educational services.” The president also:

- Provides leadership in program and course development, modification, and elimination
- Is responsible for assisting staff in developing new approaches, methods, and concepts for education and support activities to increase student success
- Ensures adherence to district policies, collective bargaining agreements, and federal, state, and local rules/regulations
- Selects, trains, directs, and evaluates the performance of key administrators

The College president is not an official member of the College Council; however, the president receives recommendations from the College Council on actions to be taken and/or considered for planning, budgeting, and overall institutional effectiveness. The president serves as a

member of district committees such as the Chancellor's Executive Cabinet and the District Leadership Council. Through committee participation, the president can discuss, plan, and determine directions for the college. Aside from committees, the president also meets with various individuals and other college leaders to learn more about progress, provide guidance and direction, problem solve, and plan actions. To these ends, the president does the following:

- Meets individually with the academic senate president and the faculty association vice president monthly
- Meets the executive leadership team (vice presidents) weekly
- Meets with college managers monthly ([IV.B.1.02](#))
- Holds monthly college virtual meetings (via zoom) with faculty, classified staff, managers ([IV.B.1.03](#))
- Meets with individual district managers monthly (institutional research, information technology, finance/administrative services, chancellor)
- Provides monthly updates to the Board of Trustees on progress toward strategic goals and advancing student success ([IV.B.1.04](#))

The president also takes the lead in the coordination and development of major institutional planning efforts such as the strategic plan and educational master plan for the college.

Analysis and Evaluation

The WHC Coalinga president holds primary responsibility for the quality of the institution through leadership in planning, organizing, budgeting, selecting, and developing personnel, as well as for assessing institutional effectiveness. The president provides guidance and leadership in all aspects of college operations and works to support faculty, classified staff, and managers in their respective roles, to advance student success. The president is committed to participatory governance and thus to communicating effectively and regularly with the constituents.

- 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.**

Evidence of Meeting the Standard

The WHC Coalinga president, as the chief executive officer (CEO) for the college, provides leadership across the institution, including planning, oversight, and evaluation of the administrative structure. The president reports to the West Hills Community College District Chancellor and is responsible for planning, overseeing, and evaluating the college's administrative structure to reflect the institutional mission, goals, purposes, and size.

The president delegates authority accordingly based on the job description to the various administrators to advance student success. At WHC Coalinga, the primary departments are student services and educational services. Each department is led by a vice president ([IV.B.2.01](#), [IV.B.2.02](#)). The vice presidents provide oversight, guidance, and leadership within each department. Each vice president and administrator reporting to the president is evaluated in accordance with established management evaluation procedures. Likewise, each vice president evaluates other managers and staff reporting per evaluation procedures ([IV.B.2.03](#)).

The president, through the college governance structure and the college Council, reviews, strategizes, and determines institutional purposes, goals, plans, and directions to meet student needs. The president actively works with the college to determine plans and actions for improvement. For example, the president facilitated several planning sessions during the Fall 2022 semester with faculty, staff, managers, students, and the community in order to generate ideas, strategies, and directions for the college's educational master plan ([IV.B.2.04](#)).

Analysis and Evaluation

The president delegates authority to appropriate administrators consistent with job duties and responsibilities. The president relies on the administrators to fulfill their responsibilities accordingly including working together to advance the goals and the mission of the college. Through existing structures, the president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by the following means:

- **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; and (budget feedback loop)**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

Through an established governance structure, the president works to promote collegiality. For example, the president meets weekly with the two college vice presidents, meets bi-monthly with managers, and hosts monthly check-ins with college personnel via Zoom ([IV.B.1.03](#)). Through college meetings and governance committees (in particularly the College Council), the president uses some of these avenues to promote and maintain collegial process to set goals, purposes, priorities, and plans for the institution. The college has established institutional set standards. These institutional set standards are vetted and discussed through faculty learning areas and Academic Senate and are then forwarded to the Institutional Effectiveness and Accreditation Committee (IEAC) for further review. IEAC reviews and makes recommendations on targets for the institutional set standards based on the available data. The institutional set standards with applicable targets are sent to the College Council for additional review and approval ([IV.B.3.01](#)). Aside from institutional set standards, WHC Coalinga also employs established student success metrics to further determine the college's performance on student achievement. The student success metrics are developed by the college through the Student Success Committee ([IV.B.3.02](#)).

The College through the Institutional Research Office maintains several dashboards with data

related to student achievement and progress. These dashboards include course success data, completion data, and enrollment data disaggregated by demographics. The data dashboards are used as part of enrollment monitoring, student achievement tracking, and programmatic evaluation in program reviews for instructional and non-instructional areas ([IV.B.3.03](#), [IV.B.3.04](#)). For example, in the 2022, Math Program Review, it was reported that course success rates in discipline courses slightly increased over five years and were above the institutional set standard rate for course completion (67.7% course success rate, 65% institutional set standard); however, the success percentage was lower than the overall college rate of 82.9% during the 2021-2022 academic year. The course success rates for African American and Hispanic students also came in lower compared to other demographic groups. Based on this data, the goal going forward is to “reduce or close equity gaps with regard to ethnicity” by increasing the use of open education resources or zero-cost textbook materials and to promote the use of the Math Center and tutoring for additional support ([IV.B.3.05](#)).

During the development of the Education Master Plan, the college used and relied on analysis of internal and external data for context and to aid future directions. Internal data reviewed included student demographic profiles, enrollment patterns, and support services offered. External data used included service area demographics, population growth projections, local feeder high school data, and labor market information ([IV.B.3.06](#), [IV.B.3.07](#)).

As part of the continuous effort to ensure alignment with the institutional mission and goals, the college uses program review as an element of educational planning. Program review is integrated as part of the college's resource planning and allocation process. Goals, activities, and resource needs identified in program reviews for both instructional and non-instructional areas are reviewed through the Budget Resources Committee for its prioritization and ranking. Resource request prioritization is then proposed to the College Council for review. The College Council, upon review, will recommend the budget prioritization to the president for consideration as part of the budget plan for the upcoming fiscal year. In so doing, the College Council ensures that the allocation of resources supports student learning and achievement ([IV.B.3.8](#)).

The College has procedures in place to evaluate its work and governance. Annually, each governance committee conducts a self-evaluation of its work and progress. The results of the self-evaluation are used to make plans and adjustments going forward. The governance committee self-evaluation results are shared and discussed with College Council ([IV.A.7.02](#), [IV.B.3.9](#)). As previously noted, the college also uses program review, student achievement data, and programmatic reports as established processes for evaluating and implementing efforts in its progress on achieving its mission.

Analysis and Evaluation

The College president, through established policies and procedures, guides the institution in the improvement of teaching and learning by establishing a collegial process that sets values, goals, and priorities. Through this process, the president ensures that the college sets institutional performance standards while also ensuring that evaluation and planning rely on research and applicable data. Likewise through this process, the president makes certain that educational planning is integrated with resource allocation to support student achievement and learning.

- 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 ensuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

Administrative Procedure 3200 stipulates that the college president appoints the Accreditation Liaison Officer (ALO) who is “responsible for coordinating all necessary activities in preparation for the visit by the visiting team and subsequent reports and visits.” Accordingly, the college “shall have an accreditation team that includes appropriate representatives from administration, faculty, classified staff, students and district services, and ensures broad and active participation in the writing and review of the Self-Evaluation Report” ([IV.B.4.01](#)).

Therefore, the college president delegates accreditation activities to the Vice President of Educational Services who also serves as the Accreditation Liaison Officer (ALO). The ALO chairs the Institutional Effectiveness and Accreditation Committee (IEAC), where the ALO is assisted by individuals from different constituency groups ([IV.B.4.02](#)). Based on changes to refocus some of the college institutional effectiveness efforts, IEAC will transition starting in the 2023-2024 academic year to be the Accreditation Steering Committee ([IV.B.4.03](#)).

The ALO connects and communicates with the president regularly regarding actions and activities related to accreditation. The ALO also reports via other avenues including the College Council on accreditation actions. Through the IEAC, the ALO works with the president to ensure the college meets and/or exceeds accreditation requirements and standards. The ALO also works with staff, faculty, and administrators for shared responsibility on accreditation ([IV.B.4.04](#), [IV.B.4.05](#)). For example, part of the work IEAC had worked on for several semesters was to develop a crosswalk of all the accreditation standards. The crosswalk identified key committees/areas within the college whose work and areas of responsibility correlated to standards and eligibility requirements. The goal was to assist individuals, departments, and committees be more connected to accreditation and in so doing, shared the responsibility for addressing accreditation standards ([IV.B.4.06](#)).

Analysis and Evaluation

The president complies with the accreditation standards, policies and guidelines as established by the Accrediting Commission for Community and Junior Colleges (ACCJC). The president, along with the ALO, works with constituents to make certain that the institution continually meets the requirements and standards of ACCJC and that information is shared accordingly with the college.

- 5. The CEO ensures the implementation of statutes, regulations, and governing board policies and also ensures that institutional practices are consistent with the institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

The president works to implement statutes, regulations, and governing board policies and that institutional practices that are consistent with the institutional mission and policies including

the effective control of budget and expenditures. Administrative Procedures (AP) and Board Policies (BP) follow collegial consultation with the constituents through the College Council and the Academic Senate. Recommendations on BPs and APs are forwarded to the Chancellor for district review and other processes ([IV.B.5.01](#)).

The president, through established governance structures and processes, ensures that institutional practices and actions on resource allocation and budget are consistent with the college mission and policies. The program review and budget review processes are key fundamental mechanisms used by the college to align with the institutional mission and goals. The Participatory Governance and Integrated Planning Manual 2022-2023 outlines the timelines and process for resource allocation ([IV.A.1.01](#), pages 8-11).

- **Program Review:** An area or department completes a program review to assess its alignment to the mission of the College, evaluate progress in meeting previously identified goals, assessment of student achievement (including outcomes), identification of gaps, development of new goals and plans for improvement to address gaps and advance student achievement. The resource needs requested by programs are driven by the goals and improvement plans identified in the program review. Program Reviews are reviewed by the Program Review Committee in addressing areas identified.
- **Budget Resources:** Based on program reviews, requests for budget consideration are identified. The Budget Resources Committee reviews requests and prepares budget prioritization recommendations to the College Council.
- **College Council:** Receives the prioritization from the Budget Resources Committee. The College Council also receives and reviews program reviews. The College Council makes budget recommendations to the president.
- **President:** The president reviews the budget recommendation from the College Council and makes determination for the College's priorities for the upcoming year. The President prepares/provides College budget recommendation to the District Chancellor.
- **Communication:** Based on approved budget allocation for the year for the College as agreed with the district, the Office of the President communicates decision to the applicable departments/areas and to the College

Analysis and Evaluation

The president maintains the primary role in the oversight, management, and implementation of statutes, regulations, policies, and budget. The president works through the college leadership and established governance structures to comply with applicable laws, board policies, and regulatory requirements that advance the mission of the institution.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president works and communicates regularly and effectively with communities served by the college. Internally, the president and other college administrators communicate regularly with college personnel through email, monthly Zoom meetings, professional development days, and other institutional governance meetings. The president regularly participates in meetings in

the community, for example K-12 school boards and Rotary. The president also attends chamber of commerce functions and meets with business and community leaders. In the fall of 2022, the new Firebaugh Center for the college was opened. This included a ribbon-cutting/open house ceremony. Aside from community functions and events, the president also provides monthly updates to the WHCCD Board of Trustees as well as to the WHCCD Foundation Board. The president, through these avenues, is able to communicate effectively and regularly about the work of the college. ([IV.B.6.01](#), [IV.B.6.02](#), [IV.B.6.03](#), [IV.B.1.04](#))

Analysis and Evaluation

The president works and communicates effectively with communities served by the college through participation in community functions and through reports given to the various boards.

Conclusions on Standard IV.B: Chief Executive Officer

The WHC Coalinga president provides leadership and guidance to the college to advance the college mission and its strategic objectives. The president works with the management team to assure the implementation of statutes, regulations, and board policies. The president also works with college constituents to promote a culture of continuous improvement and change to advance student achievement. The president communicates regularly with college personnel using various modes of communication to advance connection and transparency within the college. The president also promotes community connection by regularly participating in community events and in meeting with community partners, businesses, employers, and government leaders.

Improvement Plan(s)

None.

Evidence List

[IV.B.1.01](#) WHC Coalinga President Job Description

[IV.B.1.02](#) PEC Agenda 05-17-2023

[IV.B.1.03](#) College CheckIn-Falcon Monthly Zoom

[IV.B.1.04](#) WHCC Board Report - May 2023

[IV.B.2.01](#) Vice President Student Services Job Description

[IV.B.2.02](#) Vice President Educational Services Job Description

[IV.B.2.03](#) Organizational Charts

[IV.B.2.04](#) WHC Coalinga Education Master Plan 2022

[IV.B.3.01](#) College Council Minutes 05-22-2023

[IV.B.3.02](#) WHC Coalinga Student Success Metrics

[IV.B.3.03](#) Course Success Dashboard

[IV.B.3.04](#) Degree and Certificate Completion Dashboard

[IV.B.3.05](#) Math Program Review 2022

[IV.B.3.06](#) Ed Master Plan Scan 2022

[IV.B.3.07](#) Labor Market Information 2022

[IV.B.3.08](#) College Council Mtg Agenda 03-17-2023

[IV.B.3.09](#) College Council Mtg Agenda 05-22-23

[IV.B.4.01](#) AP 3200 Accreditation

[IV.B.4.02](#) Institutional Effectiveness and Accreditation Committee

[IV.B.4.03](#) Accreditation Subcommittee Charge

[IV.B.4.04](#) College Council Mtg Minutes 02-04-2022

[IV.B.4.05](#) Professional Development Day January 2022

[IV.B.4.06](#) Standard IV Crosswalk

[IV.B.5.01](#) AP 2410 Policy & Administrative Procedure

[IV.B.6.01](#) College CheckIn-Falcon Monthly Zoom

[IV.B.6.02](#) Huron Connection

[IV.B.6.03](#) CHUSD Board Agenda

C. Governing Board

- 1. The institution has a governing board with authority over and responsibility for policies to guarantee the academic quality, integrity, and effectiveness of the student learning programs, and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

Board Policy 2200 *Board Duties and Responsibilities* establishes the responsibilities of the WHCCD Board of Trustees, including responsibility to ensure fiscal health and stability within the district as well as to monitor educational performance ([IV.C.1.01](#)). Based on this authority, the Board of Trustees has approved a comprehensive set of Board Policies. These policies include Chapter 3, which covers general institutional policies such as Institutional Effectiveness noted in BP 3225 ([IV.C.1.02](#)). Chapter 4 of WHCCD's policies and procedures sets policy related to Academic Affairs including curriculum in BP 4020 ([IV.C.1.03](#)), grading in AP 4230 ([IV.C.1.04](#)), and academic freedom noted in BP 4030 ([IV.C.1.05](#)). Chapter 5 covers Student Services, including academic integrity described in BP 5500 ([IV.C.1.06](#)). Business and Fiscal Affairs fall under Chapter 6 of WHCCD's policies and procedures. Board Policies and Administrative Procedures are regularly reviewed on a six-year cycle based on Board Policy and Administrative Procedure 2410 *Policy and Administrative Procedure* ([IV.C.1.07](#), [IV.C.1.08](#)). All Board Policies and Administrative Procedures are posted publicly on the district website ([IV.C.1.09](#)).

Analysis and Evaluation

The WHCCD Board of Trustees holds the authority and responsibility for setting policies regarding academic quality, academic integrity, and the effectiveness of student learning programs and services as well as the financial stability of the district. The Board has exercised this authority by approving a comprehensive set of Board Policies covering the same topics of academic quality, integrity, program effectiveness, and financial stability. Board policies are reviewed on a regular schedule and are posted publicly on the district website.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The WHCCD Board of Trustees has established Board Policy 2715 *Code of Ethics/Standards of Practice*, setting standards for the conduct of members of the Board of Trustees and requiring the Board to operate as a collective entity committed to the best interests of the district's students ([IV.C.2.01](#)). This policy sets the following code of ethics for all members of the Board of Trustees:

“I pledge my best efforts as a trustee of the West Hills Community College District to:

- evidence good citizenship in community and state affairs
- refrain from making any decisions 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
- stay informed about the district, educational issues, and responsibilities of trusteeship, and
- fulfill the responsibilities of my commission without regard to prejudice or partisanship.”

This policy goes on to further support the Board's functioning as a collective entity, noting that violations of this code of ethics include:

- “Publicly advocating against Board decisions after they are made” and
- “Advocating a single interest instead of the common public good”

Analysis and Evaluation

In accordance with its policy establishing the Board Code of Ethics and Standards of Practice, the WHCCD Board of Trustees acts as a collective entity, reserving district decision making for Board meetings and advocating for the public good and the support of all decisions made by the Board of Trustees regardless of personal position or opinion.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 2431 *Chancellor Selection* outlines the process for selecting the Chancellor, including the composition of a screening committee, which includes three Board members selected by the entire Board. The duties of the screening committee members are listed within AP 2431 along with the process for screening and interviewing candidates. The Board is ultimately responsible for selecting and hiring the Chancellor

([IV.C.3.01](#), [IV.C.3.02](#), [IV.C.3.03](#)). The evaluation of the Chancellor is governed by Board Policy and Administrative Procedure 2435 *Evaluation of the Chancellor*. Under this policy, the Board is responsible for evaluating the Chancellor at least once each year, with Board of Trustee meeting minutes reflecting that this frequency and timeline has been maintained ([IV.C.3.04](#), [IV.C.3.05](#), [IV.C.3.06](#), [IV.C.3.07](#)).

Analysis and Evaluation

The WHCCD Board of Trustees has established clearly defined policies for both the selection and evaluation of the District Chancellor and has demonstrated adherence to these policies through both the 2021 Chancellor selection process and the regular completion of evaluations of the Chancellor.

- 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, serving to protect it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

Under Board Policy 2010 *Board Membership*, all members of the WHCCD Board of Trustees are publicly elected by the voters of the district and are not permitted to hold additional offices that are incompatible with their role on the WHCCD Board of Trustees ([IV.C.4.01](#)).

Board Policy 2200 *Board Duties and Responsibilities* states that the Board of Trustees is committed to representing the public interest and to monitoring institutional performance and educational quality ([IV.C.1.01](#)). Additional policies and administrative procedures further expand upon these responsibilities of the Board of Trustees. Board Policy and Administrative Procedure 2710 *Conflict of Interest* define conflicts of interest to include incompatible activities by trustees as well as financial conflicts of interest ([IV.C.4.02](#), [IV.C.4.03](#)). Board Policy 2715 *Code of Ethics/Standards of Practice* further establishes the code of ethics to be upheld by board members, including the focus on public interest and the avoidance of conflicts of interest and partisanship ([IV.C.2.01](#)). Board Policy 2716 *Political Activity* prohibits the Board of Trustees from using district funds or resources to advocate for or against any ballot measure or political candidate ([IV.C.4.04](#)).

Analysis and Evaluation

The WHCCD Board of Trustees consists of publicly elected officials with an explicit responsibility to represent the public interest. Through a series of Board Policies and Administrative Procedures, the Board of Trustees functions as an independent policy making body reflecting the public interest in furthering educational quality. These policies establish the role of the Board of Trustees as well as the standards of conduct to which Board members and the Board are required to follow.

- 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.**

Evidence of Meeting the Standard

In Board Policy 1200, *District Mission*, the Board of Trustees has established the mission of the West Hills Community College District, “To cultivate learning, provide economic opportunity, and increase equity among our diverse students, employees, and communities” ([IV.C.5.01](#))

Board Policy 2200 *Board Duties and Responsibilities* lays out the duties and responsibilities of the Board of Trustees, including its commitment to educational quality, fiscal health and stability, and the establishment of institutional policies defining the college mission and associated standards for ethics and legal matters ([IV.C.1.01](#)). Board Policy and Administrative Procedure 2410 *Policy and Administrative Procedure* set the process for the development, revision, and approval of Board Policies and Administrative Procedures ([IV.C.1.07](#), [IV.C.1.08](#)). All Board Policies are presented to the Board of Trustees in alignment with the six-year review cycle established in Administrative Procedure 2410 ([IV.C.5.02](#)).

Board Policy 3810 *Claims Against the district* addresses the process for filing legal claims against the district, demonstrating the Board’s responsibility for legal matters, while Board Policy 2315 *Closed Sessions* provides the framework for discussing and reporting on such items during Board meetings ([IV.C.5.03](#), [IV.C.5.04](#)).

The Board’s commitment to quality and continuous improvement is expressed through Board Policy and Administrative Procedure 3225 *Institutional Effectiveness* which guides the district’s focus on continuous improvement with emphasis on accreditation status, fiscal viability, student performance and outcomes, and compliance with state and federal regulations ([IV.C.1.02](#), [IV.C.5.05](#)). The district Strategic Plan, whose most recent edition was approved by the Board of Trustees in November 2021, expands upon these areas, setting four strategic priorities and three core commitments for the district in furtherance of its mission:

Strategic Priorities

- Access
- Communication
- Community Engagement and Partnerships
- Student Support and Engagement

Core Commitments

- Fiscal Sustainability
- Diversity, Equity, and Inclusion
- Data-Informed Decision Making

([IV.C.5.06](#), [IV.C.5.07](#))

Included within the district Strategic Plan are each college's institutional goals, which are aligned with the California Community Colleges Chancellor’s Office Vision for Success. These goals focus on improvement in degree and certificate awards, transfer, units to completion, employment, and income. The Board of Trustees is regularly provided with updates on college progress toward these goals and to the Strategic Priorities and Core Commitments of the district Strategic Plan ([IV.C.5.08](#), [IV.C.5.09](#), [IV.C.5.10](#), [IV.C.5.11](#)).

Analysis and Evaluation

Board Policies are in place to ensure an institution-wide focus on quality, integrity, and improvement of programs and services for student success. Through frequent presentations at Board meetings, retreats, and study sessions, the district regularly monitors student success and educational quality as well as legal matters, and financial integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All WHCCD Board Policies and Administrative Procedures are publicly posted on the district's website (evidence: Board Policy and Administrative Procedure website). This includes policies specifically addressing the structure, duty, and responsibilities of the Board of Trustees. Board Policy 2010 *Board Membership* defines the size and eligibility criteria for membership on the Board of Trustees ([IV.C.4.01](#)).

Board Policy 2015 *Student Member* establishes the inclusion of a student trustee on the Board and lists the duties and responsibilities of this position ([IV.C.6.01](#)). The roles of officers on the Board of Trustees are defined in Board Policy 2210 *Officers* ([IV.C.6.02](#)).

The overall responsibilities and duties of the Board of Trustees are defined within Board Policy 2200 *Board Duties and Responsibilities* ([IV.C.1.01](#)). Further policies in Chapter 2 of WHCCD's Board Policies and Administrative Procedures define the operating procedures of the Board of Trustees, including Board Policy 2220 *Committees of the Board*, Board Policy 2330 *Quorum and Voting*, and Board Policy 2310 *Regular Meetings of the Board* ([IV.C.6.03](#), [IV.C.6.04](#), [IV.C.6.05](#)).

Analysis and Evaluation

Board Policies and Administrative Procedures are published and publicly available on the WHCCD website and include policies specifying the operating procedures, size and structure, and responsibilities and duties of the WHCCD Board of Trustees.

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. They are revised whenever necessary.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 2410 *Policy and Administrative Procedure* establish the role of Board Policies and Administrative Procedures and the process for creating, revising, or eliminating Board Policies and Administrative Procedures ([IV.C.1.07](#), [IV.C.1.08](#)). Under Administrative Procedure 2410, all Board Policies and Administrative Procedures are reviewed under a six-year rotation cycle based upon the date of last review by the Board of Trustees. In this cycle, all policies are reviewed by the Board, including those of which no revisions are recommended by the Chancellor. The date of each policy's most recent approval and the year of its next review are included on the district's Board Policy and Administrative Procedure website ([IV.C.1.09](#)).

Per Administrative Procedure 2410, at the beginning of each year the district publishes a list of all Board Policies and Administrative Procedures that are scheduled for review that year, and each year the Chancellor provides the Board of Trustees with an update on the status of procedure review within the six-year cycle. ([IV.C.7.01](#), [IV.C.7.02](#), [IV.C.7.03](#), [IV.C.7.04](#), [IV.C.7.05](#), [IV.C.7.06](#))

Analysis and Evaluation

Board Policy 2410 establishes the role of the Board Policies and Administrative Procedures within the district and requires that the Board regularly review, assess, and revise its policies to ensure that they are effective in furthering the district's mission. The associated Administrative Procedure 2410 details the district's internal processes for the review and revision of policies on a regular six-year cycle with annual reports to ensure that the Board of Trustees and District administration are adhering to this schedule.

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.

Evidence of Meeting the Standard

Board Policy 3225 *Institutional Effectiveness* lays out the Board and District commitment to institutional effectiveness, and the accompanying Administrative Procedure 3225 notes that the district shall address goals related to student performance and outcomes ([IV.C.1.02](#), [IV.C.5.05](#)).

In May 2019, the Board of Trustees approved WHC Coalinga's goals for student achievement aligned to the California Community Colleges Chancellor's Office Vision for Success ([IV.C.8.01](#), [IV.C.8.02](#)). The goals of the Vision for Success focus on the following student outcomes: 1.) completion of degrees and certificates; 2.) transfer to four-year institutions; 3.) lowering time to completion; 4.) preparing students for employment; and 5.) reducing equity gaps. These goals and tracking of annual progress were subsequently integrated into the district Strategic Plan which was adopted by the Board of Trustees in November 2021 ([IV.C.5.06](#), [IV.C.5.07](#)). Subsequently, the district has provided the Board of Trustees with annual updates on the college and District level Vision for Success Goals ([IV.C.3.07](#), [IV.C.5.08](#)).

In keeping with the focus on Diversity, Equity, and Inclusion as a measure of institutional effectiveness in Board Policy 3225 and the district Strategic Plan, at the October 2022 Board of Trustees Study Session, the Board of Trustees was presented with a preliminary look at the college's Student Equity and Achievement Plan which focused on improving student success for disproportionately impacted student populations and building on the Student Equity and Achievement Plan approved by the Board three years prior. The full plans were subsequently reviewed and approved in December 2022 ([IV.C.8.03](#), [IV.C.8.04](#))

Analysis and Evaluation

The Board of Trustees receives regular updates on student performance data and institutional plans and efforts to improve student learning and achievement. These reports are aligned to the WHCCD Mission through the district's Strategic Plan and its goals for student success.

9. The governing board has an ongoing training program for board development, including new member orientation. It employs a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Board Policy 2740 *Board Education* establishes the Board of Trustees' commitment to education, training, and orientation for its Trustees, including new trustee orientation, board retreats, and study sessions ([IV.C.9.01](#)). Typically, two Board Study Sessions and one Board Retreat are held annually ([IV.C.9.02](#)). In accordance with Board Policy 2740, new trustees are provided with a comprehensive orientation, with the most recent example being Trustee Dr. Crystal Jackson, who was seated as a new member of the WHCCD Board of Trustees in December 2020 ([IV.C.9.03](#), [IV.C.9.04](#)). In order to provide for an experienced Board with continuity of leadership, Board terms are set at four years per Board Policy 2100 *Board Elections*, and are staggered "so that, as nearly as practical, one half of the trustees shall be elected in each trustee election" ([IV.C.9.05](#)).

Analysis and Evaluation

Through its Board Policies, the WHCCD Board has established mechanisms for the onboarding of new Board members and for the ongoing development and education of all Board Members. Board Policy establishes the terms of Board members and ensures the continuity of experience and leadership on the Board by staggering the terms of Board members.

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.

Evidence of Meeting the Standard

Board Policy 2745 *Board Self-Evaluation* states that the WHCCD "Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning." Board Policy 2745 then states that the Board of Trustees will conduct a self-evaluation each year during its annual Board Retreat ([IV.C.10.01](#), [IV.C.7.03](#), [IV.C.7.04](#)). The discussion around the self-evaluation is captured and made public through the meeting minutes for annual Board Retreats, and the self-evaluation results are made available on the district's website ([IV.C.10.02](#), [IV.C.10.03](#), [IV.C.10.04](#)).

Analysis and Evaluation

The WHCCD Board of Trustees has established policies guiding the process and purpose of Board self-evaluation and has consistently followed this process over the years. The results of the Board's self-evaluation are publicly posted on the district website. Through this process, the Board assesses a variety of critical dimensions of its own performance, including Board communication, understanding of individuals' roles and duties as trustees, and overall effectiveness in leading the district.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board follows a clearly defined policy for dealing with behavior that violates its code and implements the policy when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The code of ethics and conflict of interest policy for the WHCCD Board of Trustees is published in Board Policy 2715 *Code of Ethics/Standards of Practice* and Board Policy and Administrative Procedure 2710 *Conflict of Interest*. Board Policy 2715 includes the Board’s code of ethics as well as examples of violations of this code and the consequences of violations ([IV.C.2.01](#), [IV.C.2.01](#)). Under the district’s conflict of interest policy, Board members are required to file statements of financial interest with the district (evidence: sample blank Form 700; annual checklist of Board member completion of Form 700). Actions by individual Board members demonstrate adherence to the district’s policy on Board conflict of interest. Minutes from Board Meetings show evidence of adherence such as a Trustee recusing himself from discussion and voting on items due to a conflict of interest, in accordance with the policies and administrative procedure noted above ([IV.C.11.01](#), [IV.C.11.02](#))

Analysis and Evaluation

The Board has established policies governing the behavior and conduct of its Trustees, including policies on a Trustee code of ethics as well as on conflicts of interest. Not only do these policies address expected conduct, but they also provide the process for investigating potential violations as well as the consequences for violations of these policies. Regular filings of disclosure statements by Board members work to ensure that the Board is operating transparently and consistently with these policies. The conduct of Board members has been consistent with these policies.

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.

Evidence of Meeting the Standard

In Board Policy 2430 *Delegation of Authority to Chancellor*, “the Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.” This policy gives the Chancellor the authority to interpret Board policy and serves to advise the Board on the development of policy. Under Board Policy 2430, the Chancellor is required to provide reports to the Board in line with Board Policy and Board requests.

The Chancellor is held accountable to the Board of Trustees through the Chancellor evaluation process as defined in Board Policy and Administrative Procedure 2435 *Evaluation of the Chancellor*. At a minimum, the Chancellor is to be evaluated once per year with institutional

effectiveness and the accomplishment of annual priorities and objectives included as criteria for the evaluation ([IV.C.3.04](#), [IV.C.3.05](#)). Board meeting minutes for the past several years demonstrate that the district has maintained this practice of regular evaluation of the Chancellor ([IV.C.3.06](#), [IV.C.3.07](#)).

Analysis and Evaluation

Board policies delegate the administrative responsibility of WHCCD to the Chancellor and grant the Chancellor the authority to reasonably interpret and execute Board policy. The Chancellor is held accountable for serving effectively with regard to these roles and responsibilities through annual evaluations conducted by the Board of Trustees.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status. The board 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.

Evidence of Meeting the Standard

Board Policy 3200 *Accreditation* calls for the Chancellor to inform the Board of accreditation status; involve the board in accreditation processes as required; and provide accreditation reports, responses, and summaries to the Board (evidence: BP 3200). In accordance with this policy, the district has regularly provided the Board of Trustees with reports and information about the accreditation process and the district's status, including training conducted by ACCJC in January of 2022, during which the ACCJC liaison to the district discussed the role of the Board of Trustees in Accreditation and provided related resources including the ACCJC Guide to Accreditation for Governing Boards ([IV.C.7.04](#), [IV.C.13.01](#), [IV.C.13.02](#)).

Additionally, during its January 2023 retreat, the Board of Trustees will be engaged in reviewing and providing input on the district's ISER draft for Accreditation Standard IV.C Governing Board, as well as further review of the ISER process, timelines, Eligibility Standards, and ACCJC policies. Finally, Administrative Procedure 3200 requires that the Board of Trustees review and approve the college Institutional Self Evaluation Reports prior to submission to ACCJC ([IV.C.13.03](#), [IV.C.13.04](#)).

Analysis and Evaluation

The WHCCD Board of Trustees has been consistently engaged in and informed of the district status and ongoing work in relation to accreditation. The Board exercises its authority in relation to institutional quality and accreditation by providing appropriate input on the accreditation standards relevant to its functions. The Board acts as the final approver for the college's reports to ACCJC

Conclusions on Standard IV.C: Governing Board

The West Hills Community College District Board of Trustees has authority and responsibility over matters of policy within the district and has exercised this responsibility by developing a comprehensive set of Board Policies, which are regularly reviewed and are posted publicly on

the district website. Among these policies are those defining the role of the Board of Trustees, as well as the responsibilities of the Board as they pertain to monitoring educational quality, hiring and evaluating the Chancellor, and ensuring ethical behavior by members of the Board. The district has established opportunities and processes for the training and education of new and existing board members. The Board of Trustees is regularly informed of data related to student achievement and of the district's activities and status with regards to accreditation.

Improvement Plan(s)

None

Evidence List

[IV.C.1.01](#) BP 2200 Board Duties & Responsibilities

[IV.C.1.02](#) BP 3225 Institutional Effectiveness

[IV.C.1.03](#) BP 4020 Program Curriculum

[IV.C.1.04](#) AP 4230 Grading & Academic Records

[IV.C.1.05](#) BP 4030 Academic Freedom

[IV.C.1.06](#) BP 5500 Standards of Conduct

[IV.C.1.07](#) BP 2410 Policy & Administrative Procedure

[IV.C.1.08](#) AP 2410 Policy & Administrative Procedure

[IV.C.1.09](#) Policies & Procedures Website

[IV.C.2.01](#) BP 2715 Code of Ethics Standards

[IV.C.3.01](#) BP 2431 Chancellor Selection

[IV.C.3.02](#) AP 2431 Chancellor Selection

[IV.C.3.03](#) Chancellor Job Description

[IV.C.3.04](#) BP 2435 Evaluation-Chancellor

[IV.C.3.05](#) AP 2435 Evaluation-Chancellor

[IV.C.3.06](#) Board of Trustees Mtg Minutes 06-25-2019

[IV.C.3.07](#) Board of Trustees Mtg Minutes 06-28-2022

[IV.C.4.01](#) BP 2010 Board Membership

[IV.C.4.02](#) BP 2710 Conflict of Interest

[IV.C.4.03](#) AP 2710 Conflict of Interest

[IV.C.4.04](#) BP 2716 Political Activity

[IV.C.5.01](#) BP 1200 District Mission

[IV.C.5.02](#) Board of Trustees Mtg Minutes 05-17-2022

[IV.C.5.03](#) BP 3810 Claims Against District

[IV.C.5.04](#) BP 2315 Closed Sessions

[IV.C.5.05](#) AP 3225 Institutional Effectiveness

[IV.C.5.06](#) WHCCD Strategic Plan 2021-2026

[IV.C.5.07](#) Board of Trustees Mtg Minutes 11-16-2021

[IV.C.5.08](#) Strategic Plan Update To Board June 2022

[IV.C.5.09](#) Board of Trustees Mtg Minutes 06-28-2022

[IV.C.5.10](#) Strategic Plan Overview Fiscal Stability

[IV.C.5.11](#) Board of Trustees Retreat Mtg Minutes 01-28-2022

[IV.C.6.01](#) BP 2015 Student Member
[IV.C.6.02](#) BP 2210 Officers
[IV.C.6.03](#) BP 2220 Committees-Board
[IV.C.6.04](#) BP 2330 Quorum & Voting
[IV.C.6.05](#) BP 2310 Regular Meetings-Board

[IV.C.7.01](#) Administrative Procedure Master Review Schedule
[IV.C.7.02](#) Board Policy Master Review Schedule
[IV.C.7.03](#) Board Retreat Mtg Minutes 01-29-2021
[IV.C.7.04](#) Board Retreat Mtg Minutes 01-28-2022
[IV.C.7.05](#) BP and AP Annual Update Slides Jan 2021
[IV.C.7.06](#) BP and AP Review Schedule 2022

[IV.C.8.01](#) Board of Trustees mtg minutes 05-21-2019
[IV.C.8.02](#) WHC Coalinga Local Vision for Success Goals
[IV.C.8.03](#) WHC Coalinga Student Equity Plan 2022-2025
[IV.C.8.04](#) Board of Trustees Mtg 12-13-2023

[IV.C.9.01](#) BP 2740 Board Education
[IV.C.9.02](#) Board of Trustees Meeting Schedule
[IV.C.9.03](#) New Trustee Orientation Meeting
[IV.C.9.04](#) Board of Trustees mtg minutes 12-15-2020
[IV.C.9.05](#) BP 2100 Board Elections

[IV.C.10.01](#) BP 2745 Board Self Evaluation
[IV.C.10.02](#) Board Self Evaluation Results 2021
[IV.C.10.03](#) Board Self Evaluation Results 2020
[IV.C.10.04](#) Board Reports Self Evaluations Website

[IV.C.11.01](#) Board of Trustees mtg minutes 11-21-2021
[IV.C.11.02](#) Board of Trustees mtg minutes 11-17-2020

[IV.C.13.01](#) WHCCD Board Accreditation Training Jan 2022
[IV.C.13.02](#) Board Strategic Plan & Accreditation Presentation
[IV.C.13.03](#) BP 3200 Accreditation
[IV.C.13.04](#) AP 3200 Accreditation

D. Multi-College Districts or Systems

- 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 the colleges and the district/system.**

Evidence of Meeting the Standard

WHCCD Chancellor, Dr. Kristin Clark, has served in that capacity since July 1, 2021. Since beginning in this role, Dr. Clark has issued regular communications to all employees districtwide, focusing on various strategic and tactical issues, including such topics as Covid-19 contact tracing and testing, strategic planning, and student equity efforts ([IV.D.1.01](#), [IV.D.1.02](#)). At the spring 2022 professional development day, Dr. Clark presented information to faculty and staff from throughout the district, highlighting the district's recently approved Strategic Plan and pointing to areas of focus for the district in alignment with that plan, most notably a districtwide emphasis on supporting student financial aid and transfer ([IV.D.1.03](#)).

This focus on leadership and communication stems from the board approved job description for the WHCCD Chancellor, which, among many other areas directs that “the Chancellor provides direction for the professional and leadership development of the district with a focus on teaching, counseling effectiveness, student access, and student success” ([IV.D.1.04](#)).

Additionally, Board Policy 2430 Delegation of Authority to Chancellor delegates executive responsibility to the Chancellor and gives the Chancellor authority to further delegate powers and duties ([IV.D.1.05](#)). Authority and leadership roles within the district are further defined within the district's Board-approved organizational charts, job descriptions, and Board Policies and Administrative Procedures 6100 and 7110, pertaining to the delegation of authority to Business Services and Human Resources, respectively ([IV.D.1.06](#), [IV.D.1.07](#), [IV.D.1.08](#), [IV.D.1.09](#)). This includes the delegation of authority over the district's two colleges and to their respective presidents ([IV.D.1.10](#)).

This delineation of roles between the district office and the colleges is defined within the District Function Map. This document was most recently reviewed and revised, with feedback from college and district department leads, during the spring 2022 semester. Once reviewed by the Chancellor's Executive Cabinet, the revised function map was shared with constituency groups via the primary college and district-level governance committees ([IV.D.1.11](#), [IV.D.1.12](#), [IV.D.1.13](#)).

Analysis and Evaluation

The West Hills Community College District Board of Trustees has delegated authority to the district Chancellor, including the role of communicating and promoting academic excellence in all areas. Authority is further delegated to the Presidents of the two colleges within the district—via Board-approved job descriptions and organizational charts. At an operational level, the District Function Map defines the delineation of roles and functions between the district office and the colleges, and these delineations are communicated to constituency groups through the college and district participatory governance structures.

- 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.

Evidence of Meeting the Standard

The District Function Map is the primary means by which the WHCCD Chancellor delineates, documents, and communicates the operational responsibilities and functions carried out by the district office and the colleges. The current format for the District Function Map was introduced in October 2018 and was most recently updated in May of 2022 ([IV.D.1.11](#)). In the most recent round of revisions, edits were proposed by district and college staff (evidence: communications re: revisions), and the final draft of the Function Map was shared to both the District Leadership Council and the College Council at WHC Coalinga ([IV.D.1.12](#), [IV.D.1.13](#)). These meetings feature broad constituency representation (admin, faculty, staff, and students), ensuring that the Function Map is shared broadly within the district. Under the new District Governance Manual, introduced in May 2022, the District Leadership Council is set to review and update the District Function Map during the spring semester of even-numbered years ([IV.D.2.01](#)).

Several district functions are centralized at the WHCCD District Office: Human Resources, Business Services, Information Technology, Institutional Research and Planning, and Marketing, with the accreditation functions related to Human Resources (Standard III.A), Business Services (Standard III.D) and Information Technology (Standard III.C) are handled largely by the district office. The District Function Map makes specific reference to accreditation standards in these areas, and where they are covered by the district, college, or both in some cases (Function Map). The district's role in supporting key college functions is reflected in the function map. For example, the Institutional Effectiveness section of the function map lists the development of college-level education master plans. Strategic plans are identified within the District Function Map as being college processes. The most recent round of education master planning, completed in fall 2022, aligns with this by way of developing these plans, which are centered at the colleges, the district playing a support role. Throughout this divided college/district role for Institutional Evaluation and Planning, the district Director of Accreditation, Research, Institutional Effectiveness, and Planning is involved through a variety of support roles to facilitate planning and evaluation. This includes regular attendance to participatory governance meetings at both colleges and providing data and analytic support to the college ([IV.D.2.02](#), [IV.D.2.03](#)). The district's role in resource allocation is outlined in BP/AP 6200 as well as in the District Governance Manual ([IV.D.2.04](#), [IV.D.2.05](#), [IV.D.2.06](#)).

Initial resource requests originate at the district's two colleges through their own internal program reviews and budget allocation processes, while resource requests from district departments are similarly derived from the district Program Review process. At that stage, all requests, except for full-time faculty hiring requests, are received at Chancellor's Executive Cabinet in the spring and are prioritized for funding by the cabinet based on a set rubric. Subsequently, these ranked requests will or will not be funded and integrated into the annual budget, depending on available resources for the upcoming year. At the close of this process,

the funding status of requested items is shared both by the colleges, with regard to their funding lists, as well as by the district as a whole ([IV.D.2.07](#)). District services are evaluated through the district program review process that is outlined in the District Governance Manual ([IV.D.2.08](#)). In 2021-22, the WHCCD re-worked its district program review process, establishing the one outlined in the current District Governance Manual. As part of this process, the district Services Evaluation Survey is run annually, with each district department/program establishing a set of survey questions to evaluate department effectiveness and satisfaction. Those survey results are then integrated into each program review through a combination of Administrative Unit Outcomes assessment or simply as elements of the program review narrative ([IV.D.2.09](#), [IV.D.2.10](#), [IV.D.2.11](#)).

Analysis and Evaluation

Through the District Function Map, the Chancellor defines the delineation of operational roles and functions between the colleges and the district office. The Function Map is regularly reviewed, updated, and disseminated throughout the district. West Hills Community College District is structured with a number of functions centralized at the district office. These centralized functions are identified within the District Function Map as are the accreditation responsibilities relative to these functions. These centralized district functions are designed to support the mission of the colleges and are assessed for effectiveness through the district program review process, which includes broad constituent feedback via the district Services Evaluation Survey.

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.

Evidence of Meeting the Standard

BP/AP 6200 on budget preparation and resource allocation define how funds are to be distributed between the college along with the overall process for budget development and cost sharing between the district and colleges ([IV.D.2.04](#), [IV.D.2.05](#)). The District Governance Manual lays out the timeline for budget development at the district level, including the timing and process for ranking of resource requests received by both colleges and district departments. These resources are ranked in the Chancellor's Executive Cabinet by the full district executive team, which includes both district and college leadership. Ranked requests are then included in the next year's budget based on available resources ([IV.D.2.06](#), [IV.D.3.01](#)).

The Chancellor ensures effective control over expenditures by delegating authority over fiscal matters to the Vice Chancellor of Business Services and through oversight of that function both via the Chancellor's Executive Cabinet and through regular meetings with the Vice Chancellor ([IV.D.1.06](#), [IV.D.1.07](#), [IV.D.2.04](#), [IV.D.2.05](#), [IV.D.2.06](#)). Under the Chancellor Clark's Leadership, the Business Office has made some major changes and updates to its internal fiscal processes and documentation, with mandatory business services training taking place for all managers and administration support staff during June of 2022. Invitations to these trainings came directly from the Chancellor indicating the high level of support and oversight of these functions ([IV.D.3.02](#), [IV.D.3.03](#)). Audits are conducted annually with results presented publicly

to the Board of Trustees ([IV.D.3.04](#), [IV.D.3.05](#)).

Analysis and Evaluation

West Hills Community College District has in place policies, procedures, and processes for allocation of resources throughout the district, taking into account requests from college and district units as each year's budget is developed. The Chancellor exhibits a high degree of leadership in support of fiscal sustainability and integrity both through delegation to the Vice Chancellor of Business Services and by directly supporting districtwide training for fiscal processes.

- 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 college CEO's accountable for the operation of the colleges.**

Evidence of Meeting the Standard

WHCCD Board Policy 2430 delegates executive responsibilities to the district chancellor and further empowers the chancellor to delegate power and duties, including the administration of colleges and centers. Additionally, Board Policy and Administrative Procedure 3100 Organizational Structure expand upon this, allowing the Chancellor to delineate lines of authority and reporting via the district's organizational charts, which are subject to board approval. These organizational charts were most recently approved by the WHCCD Board of Trustees at its July 27, 2021 meeting ([IV.D.1.05](#), [IV.D.4.01](#), [IV.D.4.02](#), [IV.D.4.03](#), [IV.D.4.04](#)).

Detailed duties of the college presidents are enumerated within the board-approved College President job description. The presidents of both West Hills College Coalinga and West Hills College Lemoore are present during meetings of the Board of Trustees and provide the board with monthly reports during each board meeting ([IV.D.4.05](#), [IV.D.4.06](#)). Additionally, the college presidents are included as members of the Chancellor's Executive Cabinet (CEC), as defined in the District Governance Manual and within the Presidents' job descriptions. CEC meets monthly to discuss districtwide matters including policy, enrollment, budget ([IV.D.2.06](#), [IV.D.1.10](#)).

The college presidents are evaluated by the Chancellor and are held accountable for their performance and for the operations of their colleges through the administrative evaluation process established in Administrative Procedure 7150 Evaluation ([IV.D.4.07](#)). Most recently, Chancellor Clark has integrated surveys into the evaluation process for the district's Executive Team, including college Presidents, providing all constituents of the presidents' colleges an opportunity to provide input on several aspects of the college presidents' work and leadership ([IV.D.4.08](#)).

Analysis and Evaluation

Full authority and responsibility for the colleges are delegated to the college presidents, and the presidents are held accountable for the operation of their respective colleges through the district's standard procedure for administrative evaluations.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement in addition to institutional effectiveness.

Evidence of Meeting the Standard

At its core, the WHCCD District Strategic Plan was built around the Vision for Success from the California Community Colleges Chancellor's Office, with goals set at the college level, through the college participatory governance processes. Under the Vision for Success, the colleges set goals directly aligned to this mission, focusing on degree and certification, transfer, units to degree, employment, and equity. At the same time, these Vision for Success Goals also form the basis for the strategic plans of both colleges, thus providing a common link in the planning and evaluation of the district and college plans. These are integrated into the district Strategic Plan as its Key Performance Indicators. They are reported to the Board of Trustees at the college level, thus tying the goals of the district Strategic Plan to college-level data on student achievement ([IV.D.5.01](#), [IV.D.5.02](#)).

District operations are tied to college planning and goals via the district program review process. In this process, each district department is given the opportunity to draw connections between its goals and those of both the district and the colleges. Resource requests from each program review are then mapped to these goals. After the initial round of the updated District Program Review process that was introduced in 2021-22, the district office managers involved in District Program Review met to discuss the process and improvements. Based on this discussion, as well as on feedback received from the colleges, it was decided to add a question to the district Services Evaluation Survey enquiring of the degree to which each department supports the colleges' mission and goals. This survey is then used to inform program assessment, goals, and administrative unit outcomes ([IV.D.5.03](#), [IV.D.5.04](#), [IV.D.5.05](#)).

When the time comes for districtwide budget prioritization, resource requests from the district program review process are forwarded to Chancellor's Executive Cabinet (CEC), where they are ranked by CEC alongside resource requests from the colleges. This review provides the district executive team with a complete view of resource requests districtwide, along with the opportunity to combine requests and leverage resources to better support all parties involved ([IV.D.5.06](#), [IV.D.5.07](#)). An example of this practice came in the ranking process to prepare resource requests for the 2022-23 budget. During the review process in the Chancellor's Executive Cabinet, it was found that the district IT department had requested a new Technical Support Specialist position, while West Hills College Coalinga requested a part-time Media Technology Specialist. Recognizing the needs for both positions to support classroom technology and student learning, particularly at the newly constructed Firebaugh Center, it was determined that these two positions could be combined into a single new Technical Support/Media Specialist position to add IT technical support capacity districtwide while also directly supporting instructional technology at the Firebaugh Center ([IV.D.5.08](#)).

Analysis and Evaluation

Based upon the California Community Colleges Vision for Success and the district Strategic Plan, district evaluation and planning at West Hills Community College district are built to

support the operations of the college and their needs to support student learning. This evaluation and planning includes the district program review process which integrates with college-level planning and resource allocation, and which continues to evolve to better support the colleges and their missions.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

WHCCD's District Strategic Plan for 2021-2026 lays out the district's focus on four core commitments, one of which is Communication, with the district identifying communication as key to both operations and student success:

“Our success as a district depends on how well we can communicate with our students, our community, and among ourselves. WHCCD will establish and strengthen these lines of communication, focusing especially on reaching and listening to our employees and to our diverse student population.” ([IV.D.5.02](#))

Since beginning in her role in July 2021, the Chancellor has issued a series of regular communications to all employees districtwide, including topic-specific communications such as budget updates as well as periodic newsletters focusing on a variety of district-focused topics including district governance, new employee announcements, and ongoing district initiatives ([IV.D.5.08](#), [IV.D.6.01](#), [IV.D.6.02](#), [IV.D.6.03](#)). Changes to board policy generally originate at the district, but all are routed through the colleges for review within their individual governance processes. Depending on the nature of the Board Policy and/or Procedure, this may be reviewed and targeted at one or more specific constituencies (such as the Academic Senates for academic matters) or may come to the colleges as a “courtesy review.” This keeps all constituencies throughout the district informed of pending review and revisions to board policies and procedures while also providing these groups with an opportunity to review and comment upon policy revisions, even if the revisions lie outside of their general area(s) of responsibility or influence ([IV.D.6.04](#), [IV.D.6.05](#)).

The District Governance Manual describes all district-level committees and includes a section on transparency and communication reiterating the district's commitment to transparency and communication and noting that all meetings are open to members of all campus constituencies. District committee makeup varies but, in all cases, includes representatives of both the district office and the colleges. Notable examples of district-level committees that facilitate communication include the Chancellor's Executive Cabinet, where the district and college executive team comes together, as well as the newly formed Joint Voice Presidents Committee (JVPC). This committee, led by the Associate Vice Chancellor of Education and Student Services, bring together the four college vice presidents with a focus on addressing pressing issues related to local, state, and federal policy ([IV.D.2.06](#)).

The district's myWestHills intranet site (often referred to as “the portal”) houses numerous resources for communication between the district and the colleges. The district site has sub-

sites for many centralized services including Human Resources, the Business Office, and Marketing. The district site allows these departments to publish districtwide communications to all employees about important deadlines, policy changes, trainings, etc. ([IV.D.6.06](#), [IV.D.6.07](#))

Analysis and Evaluation

WHCCD has numerous avenues and mechanisms for communication to and between the district office and the colleges. Communication is included as one of four core commitments in the district Strategic Plan, and the Chancellor's newsletters regularly inform all college constituencies about a variety of topics including day-to-day operations, initiatives, and participatory governance processes. Proposed changes to Board Policies and Administrative Procedures are distributed and communicated widely through both the college and District participatory governance processes. The District Governance Manual is the formal document outlining District-level participatory governance processes and includes both decision-making and communication-focused committees, all bringing together college and District Office representatives to ensure smooth and timely collaboration and communication between sites.

- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance, and decision-making processes to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

On a biennial basis, the district fields the district Committee Communication and Effectiveness Survey to all governance committees at both the college and district level ([IV.D.7.01](#), [IV.D.7.02](#), [IV.D.7.03](#)).

While the survey was fielded in spring of 2021, results were not reviewed in district committees due to leadership transitions within the district as well as the pressing demands of returning to in-person operations following the disruptions and remote operations resulting from the Covid-19 pandemic. To ensure timely review and robust dialogue in future cycles across all district committees, this survey has now been integrated into the routine committee activities listed in the District Governance Manual. Under this new schedule, the survey will be administered, and the results will be reviewed by all District Office committees during the spring term of odd-numbered years ([IV.D.2.06](#)).

Furthermore, the results of this survey are presented in a public data dashboard, where employees (and any other visitor to the district website) can view the results for a specific committee or else aggregated for all committees at a location (Coalinga, Lemoore, or District) ([IV.D.7.04](#), [IV.D.7.05](#))

Similarly, evaluation of the District Function Map is also now embedded in the District Governance Manual. The Function Map, which details how and where responsibilities are shared and/or divided between the district and colleges, is set to be reviewed during the spring semester of even numbered years. In addition to review in the District Leadership Council, the District Function map is reviewed by the Chancellor's Executive Cabinet, at college

governance committee meetings, and during one-on-one meetings with members of the administrative team to ensure that any recent changes to role delineations are correctly represented, and also to surface any potential areas for further discussion or potential reorganization ([IV.D.1.11](#)).

The district program review process has also developed and improved during the past couple of years. Following the reinvigoration of this process in 2021-22, at the close of the cycle, the district management team (all program review completers at the district office), met to debrief and reflect on the district program review process. They decided to add a question to the district Services Evaluation Survey for all programs, asking whether each particular program/department effectively supports each college's mission and goals ([IV.D.5.03](#)).

Additionally, college governance committees were given the opportunity to suggest changes or improvements to the district program review process at the time when all program reviews were presented at West Hills College Coalinga's College Council ([IV.D.7.06](#), [IV.D.7.07](#)).

Analysis and Evaluation

Under the leadership of the Chancellor and based on the District Governance Manual, the district maintains a system of evaluation for its governance committees and processes, administrative units, and delineation of roles. Results of evaluation are communicated broadly via data dashboards and through the established participatory governance structure of the district and its colleges.

Conclusions on Standard IV.D: Multi-College Districts or Systems

West Hills College Coalinga is one of two colleges operating in the West Hills Community College District. The district provides support and leadership to the colleges and is overseen by the Chancellor, who is appointed by the district Board of Trustees. Through the District Function Map and organizational charts, the district clearly delineates the roles and responsibilities of staff and department between the district office and colleges. The district chancellor (CEO) delegates full responsibility over West Hills College Coalinga to the college president. The district's process for resource allocation is defined and outlined in the District Governance Manual and takes into consideration the input from college and district departments to ensure that operational units have adequate resources while at the same time maximizing efficiency. Through the district Strategic Plan and District Program Review, planning and evaluation at the district level are tied to college planning, resource allocation, and key performance indicators. Communication is one of the four core commitments in the district Strategic Plan, with the Chancellor leading by example through regular communications to the college community and through a focus on process and the sustainability of District-level participatory governance, which is evaluated on a regular basis as defined in the District Governance Manual.

Improvement Plan(s)

None

Evidence List

[IV.D.1.01](#) Chancellor Update-February 2022
[IV.D.1.02](#) Chancellor Newsletter-May 17, 2022
[IV.D.1.03](#) PD Day Presentation-Spring 2022
[IV.D.1.04](#) Chancellor Job Description
[IV.D.1.05](#) BP 2430 Delegation of Authority-Chancellor
[IV.D.1.06](#) BP 6100 Delegation of Authority-Business & Fiscal
[IV.D.1.07](#) AP 6100 Delegation of Authority-Business & Fiscal
[IV.D.1.08](#) BP 7110 Delegation of Authority-HR
[IV.D.1.09](#) AP 7110 Delegation of Authority-HR
[IV.D.1.10](#) College President Job Description
[IV.D.1.11](#) WHCCD District Function Map 2022
[IV.D.1.12](#) College Council Mtg Minutes 04-08-2022
[IV.D.1.13](#) District Leadership Council Mtg Minutes 05-11-2022

[IV.D.2.01](#) District Governance Manual-Function Map Cycle
[IV.D.2.02](#) WHC Coalinga EMP Kick-Off 05-16-2022
[IV.D.2.03](#) WHC Coalinga EMP Mtg 09-23-2022Notes
[IV.D.2.04](#) BP 6200 Budget Prep & Resource Allocation
[IV.D.2.05](#) AP 6200 Budget Prep & Resource Allocation
[IV.D.2.06](#) District Governance Manual 2022
[IV.D.2.07](#) Communication Budget-Resource Allocation
[IV.D.2.08](#) District Governance Manual-Dist Program Review
[IV.D.2.09](#) Grants Division Program Review 2021
[IV.D.2.10](#) HR Program Review 2021
[IV.D.2.11](#) District Services Eval Survey Results

[IV.D.3.01](#) CEC Budget Allocation Ranking 2022-23
[IV.D.3.02](#) Business Office Training Communication
[IV.D.3.03](#) Business Office Training Agenda
[IV.D.3.04](#) Audit West Hills CCD 2022
[IV.D.3.05](#) Board of Trustees mtg minutes 08-23-2022

[IV.D.4.01](#) BP 3100 Organizational Structure
[IV.D.4.02](#) AP 3100 Organizational Structure
[IV.D.4.03](#) Org Chart 2022
[IV.D.4.04](#) Board of Trustees Mtg Minutes 07-26-2022
[IV.D.4.05](#) Board of Trustees Mtg Minutes 03-07-2023
[IV.D.4.06](#) President Report to Board 03-07-2023
[IV.D.4.07](#) AP 7150 Evaluation
[IV.D.4.08](#) President Eval Survey Instrument 2022

[IV.D.5.01](#) WHC Coalinga Strategic Plan 2021-2026
[IV.D.5.02](#) WHCCD Strategic Plan 2021-2026
[IV.D.5.03](#) District Program Review Mtg Notes 02-23-2022
[IV.D.5.04](#) District Program Review Kick-Off Oct 2022
[IV.D.5.05](#) District Services Evaluation Survey Results

[IV.D.5.06](#) Annual District Resource Allocation Rubric
[IV.D.5.07](#) CEC Budget Allocation Ranking 2022-23
[IV.D.5.08](#) Memo Approved Resource Allocations 2022-23

[IV.D.6.01](#) Chancellor Update-February 2022
[IV.D.6.02](#) Chancellor Update-October 2021
[IV.D.6.03](#) PD Day Presentation Spring 2022
[IV.D.6.04](#) BP 2410 Policy & Admin Procedure
[IV.D.6.05](#) AP 2410 Policy & Admin Procedure
[IV.D.6.06](#) myWestHills Employee homepage
[IV.D.6.07](#) Business Services Portal Site

[IV.D.7.01](#) District Services Evaluation Survey Invite
[IV.D.7.02](#) Chancellor Exec Cab Survey Results 2019
[IV.D.7.03](#) CEC Agenda Item-Survey
[IV.D.7.04](#) Committee Communication & Effectiveness Survey Invite 2023
[IV.D.7.05](#) Committee Communication & Effectiveness Survey Results 2023
[IV.D.7.06](#) College Council Mtg Agenda 02-18-2022
[IV.D.7.07](#) College Council Mtg Minutes 02-18-2022

I. Quality Focus Essay

Introduction and Rationale

Over the past 2-3 years, WHC Coalinga has embarked on a planning agenda that has resulted in the development and implementation of multiple plans to advance student achievement. In particular...

1. Updated the Participatory and Governance Manual.
2. Revised and developed a new program review and resource allocation process.
3. Developed and approved of a new strategic plan that included an updated mission statement and values to reflect the learning, equity, community, and economic mobility values of the college.
4. Facilitated and developed a new educational master plan that reflects future directions for the college over the next 5-10 years.
5. Developed a student achievement and equity plan to advance student success.
6. Developed a strategic enrollment management plan to focus on the student journey.
7. Continuously implemented Guided Pathways elements that have resulted in Falcon Pathways (Curricular Maps) and a revamp of student support services.
8. Constructed and opened a new center in Firebaugh, CA.
9. Coordinated/facilitated a housing study.
10. Developed a facilities master plan (pending).

[\(QFE.01, QFE.02, QFE.03, QFE.04, QFE.05, QFE.06\)](#)

Additionally, the college has engaged in diversity, equity, inclusion, and accessibility (DEIA) efforts to support achievement, particularly through training and changes to curricular content, and support services. The college has made great strides to be intentional and purposeful with

its efforts to advance student achievement given its intense planning focus. The core focus of all the planning efforts is to advance student learning and achievement in course success, certificate/associate degree attainment, transfer readiness, and workforce preparation. With an intense planning agenda and focus on student achievement, the college has recognized gaps and opportunities for growth. Specifically:

- Improved connection and integration of program review, outcomes, planning, and documented changes in instructional and non-instructional areas to ensure continuous improvement in student achievement.
- Increased efforts to revise, update, develop, and implement changes in curricular, programmatic, and support services to address the varied experiences, needs, and backgrounds, in order to shape enrollment, certificate/degree attainment, transfer readiness, workforce preparation, and student engagement.

The identified gaps and opportunities form the basis of WHC Coalinga's quality focus essay projects and serve as the foundation for continued improvement in student achievement.

Anticipated Impact on Student Learning and Achievement

Learning at its core can be achieved through continuous improvement to advance student achievement. This work entails purposeful and intentional actions to make certain that the college is providing opportunities for faculty, staff, and managers to: 1.) fundamentally understand learning outcomes and achievement data and what they mean; 2.) deliberately discuss the themes, gaps, and lessons learned from student outcomes and achievement data; 3.) intentionally develop improvement plans to address gaps; and 4.) purposefully make changes in curricular and related programs that reflect varied backgrounds and experiences of students to enhance the quality of the learning experience at West Hills College Coalinga.

Reviewing, understanding, developing plans, and implementing changes need to be deliberate, intentional, and purposeful—focused on achievement. While the work to address and advance student achievement is not new, the need to move beyond the status quo is essential if the college is to remain viable now and in the future; therefore, the projects identified as part of the quality focus essay are designed to move beyond the status quo to further advance student learning and achievement.

Outcome Measures

Fundamentally, outcome measures can be realized for students through the following:

- Improved retention from one semester to next, increased course success, associate degree/certificate attainment, transfer and career/job placement, student achievement/student learning outcomes data comparison by semester/year
- Improved student satisfaction. Assessed through student surveys and comparison by semester/year.

Measures for faculty can be ascertained through the following:

- Increased faculty understanding of student experience, assessed via surveys.
- Number of course outlines, associate degrees/certificates, outcomes assessment, syllabi, assignments changed and/or developed based on outcomes assessment data, student achievement data, and lessons adopted from professional learning sessions.

Measures for the institution can be attained through the following:

- Mapping of learning outcomes to assure alignment and integration.

- Analysis of institutional plans to assure alignment with institutional set standards, mission, and development of 2-3 core focuses each year.

Evidence List

[QFE.01](#) Governance and Integrated Planning Manual 2022

[QFE.02](#) Strategic Plan 2021-2026

[QFE.03](#) Education Master Plan 2022

[QFE.04](#) Equity Plan 2022-2025

[QFE.05](#) SEM Plan 2022

[QFE.06](#) Housing Study

Project Action Plan

Project 1: Connection and Integration

Goal: *Implement 2-3 actions by Spring 2024 to improve the connection and integration of program review, outcomes, planning, and documented changes in instructional and non-instructional areas to assure continuous improvement in student achievement.*

Activity	Responsible Party	Resources	Timeline
Provide a structured opportunity annually for program review/ learning outcomes assessment feedback and to share findings including plans for improvement.	Academic Senate Learning Area Representatives Student Learning Outcomes Coordinator Vice President of Educational Services	Existing personnel, meeting space, time.	To be implemented by Fall 2023, and annually hereafter
Review, revise the mapping of applicable learning outcomes (course learning outcomes, program learning outcomes, service unit outcomes, administrative unit outcomes, general education learning outcomes, syllabi) to ensure integration and continued alignment with institutional mission, planning, and institutional learning outcomes	Academic Senate Student Learning Outcomes Committee College Council	Existing personnel, meeting space, time.	By Spring 2024

Analyze all institutional plans (e.g. strategic, education, enrollment, student equity and achievement, Guided Pathways) to ensure alignment/integration with institutional set standards, institutional learning outcomes, and identifying 2-3 focus areas each year for the college.	President's Cabinet College Council Academic Senate	Existing personnel, meeting space, time.	By Spring 2025
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Project 2: Student Achievement

Goal: *Increased efforts to revise, update, develop, and implement changes in curricular, programmatic, and support services to address the varied experiences, needs, backgrounds to shape enrollment, certificate/degree attainment, transfer readiness, workforce preparation, and student engagement each semester.*

Activity	Responsible Party	Resources	Timeline
Develop a coordinated professional learning calendar for the college (staff, faculty, managers)	Classified Staff Academic Senate President's Cabinet College Council Professional Development Committee	Existing personnel, meeting space, time.	Fall 2023
Facilitate/offer professional learning opportunities for faculty to participate in pedagogy and andragogy sessions focused on the student learning experience and learning outcomes.	Academic Senate President Faculty Professional Learning Coordinators Vice President of Educational Services	Existing personnel, meeting space, time. Compensation for faculty for summer sessions	Fall 2023 Spring 2024 Summer 2024, on-going
Faculty will work to review, revise, update, develop curricular (course outlines, associate degrees, certificates, content, assignments,	Each faculty member Academic Senate Curriculum Committee	Existing personnel, meeting space, time. Compensation for	Fall 2023 Spring 2024 Summer 2024, on-going

assessments, etc.) offerings with the student background and experience focus based on lessons learned from professional learning sessions, student achievement data, and learning outcomes.		faculty for any summer work, adjunct compensation for curricular related work.	
Faculty to discuss and share lessons learned and major themes discovered through curricular reviews/updates with peers including learning areas.	Academic Senate Learning Area Representatives	Existing personnel, meeting space, time.	Each semester

