

Since the presentation to the Board in December of the matrices document for use in preparation of the self-study report, the West Hills College Coalinga accreditation self-study sub-committees have been hard at work. First, the sub-committees expanded the matrices, adding a self-evaluation section to the descriptive summary. Next, each of the sub-committees prepared the first written draft of their sub-standard and submitted it to their Standard Chair. These drafts were reviewed and revised by the Standard Chair, who submitted the revisions to the Tri-Chair Committee (Terry Corcoran, Faye Mendenhall, Bev Smith) on April 2.

These first drafts, using the matrices as a basis, were developed through interviews with "experts" in appropriate areas, dialogue with colleagues and searches through documentation.

After reviewing the first drafts, the Tri-Chairs submitted a list of major issues found (i.e. lack of evidence, need to expand self-evaluation section, not distinguishing between college/district, not addressing theme, etc.) to the Chairs, who will work with the sub-committee members on a second draft, which is due on May 14.

One of the most arduous tasks in the self-study preparation is gathering referenced documentation. Currently, these

documents are being filed in a special "Accreditation Self-Study" office in the Administration Building as they are gathered. Plans to convert them to electronic format are being made with the ITS Department.

Part of the self-study process is assessing faculty, staff and student understanding regarding the College's procedures and policies. The Tri-Chairs and Chairs of the Subcommittees are currently developing faculty, staff and student surveys. These surveys will be distributed in May.

One of the most important requirements of the new standards is the development of student learning outcomes. The Deans of Educational Services in Coalinga and Lemoore held two workshops, March 19 and April 23, with the English and Social Science faculty to develop course level student learning outcomes for ENG 51A/1A, ECON 1A/1B, GEOG 1/3, HIST 17A/17B, PSYCH 1/3. All full-time and part-time faculty in these disciplines will be required to implement these SLOs in Fall 2004. Performance data will be gathered and compiled in each course section, and a narrative analysis report written for inclusion in Coalinga's self-study report. During Fall 2004, the Deans of Educational Services will hold workshops for math and science faculty to expand development of student learning outcomes to other departments.