

Substantive Change Proposal

Opportunity to offer Degrees via Distance Education

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

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A. A concise description of the proposed change and the reasons for it:

West Hills College Coalinga (WHCC) has annually expanded the number of its courses delivered through distance education methodologies over the past ten years. The number of general education courses now available via distance delivery makes it possible to earn 50% of any of the college's degree programs through online instruction. There is no program or degree that requires students to take courses through distance education, but the general education requirements can be completed at a distance by those students desiring to pursue this option.

Because so many of the college's general education courses now can be delivered via distance education modalities, WHCC is requesting that general approval be given for the programs indicated (see appendix).

WHCC's mission includes, "To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve." Course development for delivery through online instruction has always adhered to the precepts of academic integrity which include appropriate rigor and breadth of material; appropriateness to the college mission; sufficient student support services; and appropriate evaluation and assessment. All courses are approved by the college's curriculum committee for content and delivery methodology and presented to the district board of trustees for review and approval.

Distance education is completely consistent with WHCC's mission in that it extends opportunities to our student population locally and globally through additional methods of offering instruction to prepare students for successful careers, develop their college-level skills, enable their transfer to universities, and foster their personal commitment to lifelong learning. WHCC is unique in that it serves a population challenged by high unemployment, low academic attainment, and is geographically rural. The college and the district have committed to supporting the development of robust distance learning opportunities to ensure that our community has multiple methods for accessing educational opportunities.

The development of distance delivery has enabled the college to maintain a broad offering of courses that would not have been possible with only traditional face-to-face courses. Our small rural community is remotely located which greatly limits the number of potential traditional students. Distance education allows the college to reach a broader geographic area and thereby opens the door to serve our students with a greater selection of course offerings.

B. If the substantive change involves a new educational program, a description of the program to be offered:

The substantive change does not include a new educational program.

C. A description of the planning process which led to the request for the change:

The proposed substantive change to add distance education courses for the degrees and certificates indicated to WHCC supports the college's mission by providing additional

educational opportunities for our students who otherwise may not have access to higher education.

West Hills Community College District (WHCCD) has a long history of offering courses in a distance education modality. Offering courses supported by video tapes took place as early as the 1980's. Video conference replaced the telecourses in 1990's and while video conferencing remains integral to our instructional delivery, offering course via the Internet, has grown since their first offering in 1998. Currently, online instruction is our predominant mode of distance education to the extent that degrees can be offered with over 50% of the classes being available in an online format.

Since spring 2006, all part time and some full time faculty have included a student evaluation component in their online courses. Without exception and each semester students state that they would not have been able to achieve their education without the online courses. Based on evaluation data, WHCC has determined that online courses are a vital component to student's educational goals. Additional data mining has revealed that a majority of online students are taking face-to-face courses as well, indicating that students are leveraging their on campus classes with online classes to meet their educational goals.

District discussions have included WHCC administration and faculty to develop a mutual understanding of the need, importance, and challenges of offering courses in a distance education format. The discussions have evolved into strategic planning processes for the college and district regarding distance education. In November 2008, a Friday-Saturday strategic planning workshop was attended by students, faculty, and staff from each of the district colleges. The strategic planning event led to the ratification of the Distance Education Strategic Plan 2009-2012.

WHCC developed a new Educational Master Plan (EMP) in the 2007-2008 academic year. EMP data and program goals include the online courses for disciplines using distance education teaching modalities. (see appendix) Programs are reviewed through the college's program review and unit plan process. New programs and courses and the creation of distance delivered courses are often an outcome of that process. Through the program review process, the college has carefully developed the appropriate support structure to enable interested faculty to develop quality distance learning courses where appropriate to the curriculum.

The approval of this substantive change will result in many positive effects for the West Hills College Coalinga. As the college continues to develop and deliver high quality courses online to meet the unique needs and preferences of the students served, the college will expand access to higher education for the many employees of the local prisons, hospitals, and law enforcement officers assigned to shifts not compatible with traditional classroom instruction. Expanded online course offerings will also better meet the needs of local high school students who desire the challenge and breadth of community college courses. Through continued development of online course offerings the college will enhance service, access, and opportunity for the local residents who do not reside in close proximity to the college or center.

In spring 2009, assessment of WHCC's online student services was conducted by Western Cooperative for Educational Technology (WCET) using the CENTSS audit tool. The findings of the assessment indicated a need to recognize and formalize the development of distance education as fundamental to the mission of the college. Approval by the commission of this substantive change proposal will ensure uninterrupted access to education for students served by West Hills College Coalinga.

D. Evidence that the institution has provided adequate human, administrative, financial, and physical resources and processes to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality:

WHCC online courses have been developed and are taught by our full-time and adjunct faculty. Each faculty member is hired under the same quality criteria as applied to the hiring of faculty that teach any course offered by the college. The college has a full-time educational technology specialist who provides training and support to faculty in the development and delivery of online instruction. The training includes technological and pedagogical components of distance education with a focus on adoption of best practices.

The vice president of educational services collaborates closely with the associate vice chancellor of educational planning to provide leadership and oversight of online offerings in a manner consistent with oversight of all academic programs. There is help desk support five days a week by phone or email for instructors and students needing technology assistance. Online students also receive staff support from traditional college functions such as admissions and records, counseling, student services, and financial aid. The district supports one universal learning management system, Blackboard.

Blackboard provides a secure learning environment utilizing student ID verification through a username and password system. Online, hybrid, and web enhanced courses are available to students within Blackboard at: <http://online.westhillscollege.com/login.html>.

The WHCCD's commitment to staff development is evidenced by the availability of training for faculty to design, develop, and teach online courses. Based on best practices in online pedagogy, participants are offered training at a variety of sessions offered throughout the year. Faculty can schedule private training sessions at their convenience in the faculty multimedia development lab with the educational technology specialist.

The college offers student services, including basic counseling services, online and by phone. Students also have access to a wide variety of library and learning support services via the web. A web based tool is provided so that students have the opportunity to self assess whether online learning is right for them. Helpdesk services are available by phone and email five days a week with extended services during times of peak demand. Professional development opportunities are available to faculty throughout the year on best practices in designing and delivering distance education.

To further assist students, WHCC offers an asynchronous tutorial on using Blackboard, a self test to determine online readiness, and online tutoring services. Technology training for students is also available through on campus workshops and webinars throughout the semester.

In 2009, WHCC engaged in the WCET online student services audit. The results of the audit serve as the foundation for the development of a variety of projects and plans to address the identified online student services needs and to expand service options available via the web.

WHCC is promoting academic integrity through education and course design. The West Hills College web site has pages explaining what academic dishonesty is and links to the Academic Honesty Policy. The first time a student accesses the West Hills College portal, Blackboard, or student email system they are required to agree to abide by the Academic Honesty Policy.

WHCC utilizes additional authentication security mechanisms to enhance academic integrity. One of these tools available to faculty is the use of *turnitin.com* services to encourage proper citation and identification of plagiarism. Respondus is used to ensure students cannot leave their browser during an online exam or quiz. Additionally, some classes require proctored exams as an added security measure. These are tools available to instructors; however, in the spirit of academic freedom, WHCC does not force the use of these tools, but instead provides the option to instructors. WHCC supports prevention and an educative approach to behavior problems. The educational technology specialist shares ideas and pedagogical techniques with instructors which reduce academic dishonesty including the use of online discussion, randomized test pools, and the use of forums to talk about plagiarism. Flex and duty day activities regularly include sessions led by faculty on integrating academic integrity into course design and course management.

WHCC is proud of the 100% achievement of Student Learning Outcomes (SLO) development at the course level. To date, approximately 50% of the college's courses have assessed SLOs and developed a plan of action based upon the assessment results. All new course proposals, including distance education addendum to existing courses must also submit SLOs. This is an expected element of the curriculum development process.

E. Evidence that the institution has received all necessary internal or external approvals:

The appendices contain documentation of West Hills Community College Coalinga course and program approval processes and forms. All new and revised courses to be delivered through distance learning methods are submitted to the curriculum committee for approval on the distance education addendum. The curriculum committee takes seriously the review of the distance education addendums paying particular attention to the section detailing the online methodologies used to meet instructional objectives. (see appendix)

The actions of the curriculum committee are reviewed by the presidents and chief instructional officers of both colleges in the WHCCD. Should the presidents and chief executive officers have questions or concerns regarding a curriculum committee approved course or program, the issue is reviewed by the District Education Coordination Council to ensure that the action of one college will not adversely affect the students at the other. Upon consensus reached by the District Education Coordination Council, all new and revised curricula are submitted to the West Hills

Community College Board of Trustees for approval. All new programs and any with major revisions are submitted to the California community college system office for review and approval.

F. Evidence that each Eligibility Requirement will still be fulfilled after the change:

This substantive change does not affect the integrity of any college programs or services and WHCC continues to fulfill all eligibility requirements.

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

In September of 1941, Coalinga Community College became an independent unit under the direction of the governing board of the Coalinga Union High School District. In November of 1961, voters approved the formation of a separate junior college district. On July 1, 1969, the official name of the college was changed to West Hills Community College. In 1981, Kings County Center in Lemoore was designated as an official attendance center. In 2001 and 2002, respectively, Kings County Center received approval for full college status as West Hills College Lemoore (WHCL) from the California Community Colleges' Board of Governors (BOG) and the California Post Secondary Education Commission (CPEC). In June 2006, WHCL was granted accreditation by the Western Association of Schools and Colleges (WASC). West Hills Community College District (WHCCD) transitioned from a single to a multi-college district with two colleges: West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL).

WHCC is a public two-year community college operating under the authority of the state of California, the BOG, CPEC, and the board of trustees of the WHCCD. The college catalog clearly states that West Hills College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

2. Mission

The WHCCD board of trustees approved WHCC's EMP on May 26, 2009. The EMP was developed during 2007-2009 in support of the vision and goals of the WHCCD strategic plan.

The mission and vision statements are published in numerous documents, including the EMP, council handbooks, the college catalog, and the WHCC website.

3. Governing Board

The seven-member board of trustees of the WHCCD is an independent policymaking body that is responsible for the quality and integrity of educational sites in the district and ensures that the educational mission of the district and the two colleges is implemented. Board members are elected to four year terms by registered voters in geographical districts representative of the diverse area comprising the district. The board also includes a non-voting student member. The board operates under an approved set of bylaws that are published in the board policy manual.

Biographies of the current trustees are available on the district website at www.westhillscollge.com.

4. Chief Executive Officer

On May 8, 2007, the board of trustees appointed Dr. Willard Clark Lewallen as the president and chief executive officer for WHCC. Dr. Lewallen's biography and curriculum vitae are available on the college website. The president's full-time responsibility is to plan, organize, coordinate, administer, review, and evaluate programs for WHCC; provide leadership to the faculty, administrators, classified staff, and students; and to promote and develop partnerships and effective relationships with community business leaders, related organizations, and others in educational services.

5. Administrative Capacity

WHCC has eight academic administrators, including the president, a vice president of educational services, an associate dean of student learning, an associate dean of student services, and four directors. The directors are responsible for The Farm of the Future, the North District Center, health careers, and athletics, health, and PE. The college is also served by support service directors and program managers including a director of international student programs, director of residential living, director of food services, director of student support services, director of maintenance and operations, and an education coordinator. The administrators are competent, well-qualified individuals who exemplify the expertise, quality, and integrity needed to support the mission, vision, and goals of WHCC.

6. Operational Status

In 1956, WHCC began operations at its current site in Coalinga. The college also operates an educational center in Firebaugh. Semester enrollment at WHCC and NDC is approximately 3,000, including full-time and part-time students. The college prepares students for transfer to public and private colleges and universities through its academic programs, as well as for employment opportunities through its occupational programs.

7. Degrees

Degree and certificate offerings are described in the WHCC catalog, which identifies all degree and certificate requirements, as well as comprehensive information regarding instructional services; student services; and district policies and procedures. The catalog includes course descriptions and information on prerequisites and advisories for all credit courses.

8. Educational Programs

The degree programs offered at WHCC are congruent with its mission, based on recognized higher education fields of study, are of sufficient scope and length, and are conducted at appropriate levels of quality and rigor. The WHCC catalog contains a comprehensive statement of educational purpose for each academic and career technical education program offered. Further, it describes the courses that comprise each program, the units of each course, and the sequence in which the courses are recommended to be taken. The degree programs meet

California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work.

9. Academic Credit

WHCC awards credit based on generally accepted practices in degree granting institutions of higher education and in keeping with the standards set by the American Association of College Registrars and Admissions Officers. A lecture class requires the equivalent of one academic hour (50 minutes) per week for each semester unit conferred. Laboratory classes require three academic hours (150 minutes) per week for each semester unit conferred.

In addition to regularly scheduled credit courses, students may receive college credit for participating in alternative options: Advanced Placement examinations offered by the college board, College Level Examination Program (CLEP), credit by examination, credit for military service schools, cooperative work experience, and directed studies through contract education. The awarding of academic credit is clearly delineated in the college catalog available on the college website.

10. Student Learning and Achievement

Educational objectives for degree, certificate, and general education programs are published in the WHCC catalog. Each program of study listed in the catalog includes a statement that describes whether the program is intended to prepare the student for transfer or for a specific occupation. All course outlines of record are required to have clearly stated measurable objectives and must be revised on a regular basis. Course level student learning outcomes are published on course syllabi and measured regularly according to an agreed upon two year schedule.

11. General Education

The WHCC catalog clearly lists the general education requirements for the associate degree. In addition, information is provided on general education requirements for students wishing to transfer to a California State University or University of California. Degree programs at WHCC require a minimum of 18 units in general education courses in the following areas: language and rationality (6 units); natural sciences (3 units); humanities (3 units); social science (3 units); and health education (3 units). The requirements are summarized in the general education requirements philosophy statement in the WHCC catalog available on the college website.

12. Academic Freedom

WHCC supports academic freedom. The college's academic freedom policy for faculty and students is set forth in board Policy 313. This policy is made available in the WHCC catalog and on the WHCCD website.

13. Faculty

WHCC currently employs 49 full-time and 50 part-time faculty. All faculty members meet minimum qualification requirements as established by California Code of Regulations, Title 5 or have been approved by the academic senate through the established equivalency policy. Names and degrees of all full-time faculty are published in the college catalog. The course schedule lists

the specific faculty assigned to teach each course for the appropriate semester. On July 24, 2001, Board Policy 7215, which delineates the scope of faculty responsibilities, was approved.

14. Student Services

WHCC provides comprehensive, accessible student service support programs that are consistent with the diverse study population and the college mission. The services include admissions, counseling, financial aid, and tutoring. Additional programs are provided for targeted groups such as Extended Opportunity Program and Services (EOPS), Cooperative Resources for Education (CARE), CalWorks, Disabled Students Programs and Services (DSPS), Student Support Services (SSS), College Assistance Migrant Program (CAMP), Higher Education Program (HEP), and Upward Bound (UB). Counselors, advising specialists, and other program staff conduct outreach activities that distribute information about the services to prospective students. Information about the services is also published in the college catalog and on the WHCC website.

15. Admissions

WHCC adheres to the district approved admission policy, which is consistent with Title 5 regulations and the college mission. The policy clearly specifies the qualifications of students that apply for admission to WHCC and is published in the college catalog and on the WHCC website.

16. Information and Learning Resources

WHCC provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and online services to meet the educational needs of students. The library is staffed to provide assistance to students in the use of college resources. The library catalog and other electronic resources are available to all students regardless of location via the web anytime.

WHCC provides a full-service library that includes a collection of books, periodicals, reference materials, and electronic resources. The library/learning resource center (L/LRC) in Coalinga, contains over 13,000 square feet of space and includes a variety of rooms for public service. The remodeled L/LRC provides 179 seats for the general student population and office space for 7 staff. The L/LRC integrated technologies for collection development, a 48-station wireless network lab for students to use in conducting research, a videoconference room, video-editing suites, and a tutorial center recently expanded to 38 computer stations.

In addition, WHCC remains committed to systematically enhancing library resources. Internet access and online computer search capabilities are available without charge to students in the L/LRC as well as 40,000 holdings. A smaller library with limited services is available to students at NDC in Firebaugh with 330 square feet of space, 2,600 holdings, and an additional 1,000 ESL pamphlets for student checkout. The NDC Library also serves as a tutorial center and houses the student wireless laptop program for general student use.

17. Financial Resources

WHCC's funding base, financial resources, and plans for financial development are barely adequate to support the new college mission and educational programs. Severe cuts in state

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

The WHCCD foundation works closely with the community and WHCC to provide external funding whenever possible. In addition, the grants department works diligently to secure alternative funding to support educational programs.

18. Financial Accountability

The WHCCD demonstrates financial accountability through the findings of an independent auditor secured by the board of trustees. The independent audit report is presented annually to the Board in public session. In addition, the district required files and financial statements are filed with the California community college's chancellor's office. The district adheres to board approved policies and procedures regarding fiscal matters.

19. Institutional Planning and Evaluation

In keeping with the WHCCD's integrated strategic planning, the WHCC EMP, based on instructional and support program reviews and annual performance indicator data, directs the decisions made at every level of West Hills College Coalinga. The college EMP ties decision making to the college's mission and assesses the success in fulfilling that mission. The most recent college EMP was completed in 2008 and updated in 2009. This plan incorporates internal and external scan data provided by the office of institutional effectiveness and is updated annually. The college EMP drives resource planning, which includes technology, facilities, supplies, and instructional purchases.

The college planning council holds primary responsibility for strategic planning and decision making for WHCC.

20. Public Information

Information pertinent to WHCC is published in the college catalog, brochures, and on the WHCC website. The college catalog is published in hard copy and available online. Information regarding admissions; fees; placement tests; academic regulations; special programs; non-traditional credit; students' rights and responsibilities; student services; student life; instructional services; transfer information; degree requirements; programs of study; course descriptions; and credentials of faculty and administrators are described in these documents. These documents are carefully checked for accuracy and updated on a regular basis.

21. Relations with the Accrediting Commission

WHCC and the WHCCD board of trustees adhere to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). WHCC describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. A statement of accreditation for WHCC appears in its catalog.

G. Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed:

This substantive change proposal does not change the integrity of any college programs or services and will have no impact upon the ability of WHCC to fulfill neither accreditation standards nor its compliance with the accrediting commission policies. The college is currently engaged in the self study process for the March 2011 accreditation visit.

The college always has been focused on the learning needs of its students and on planning processes that support mission-centered, purposeful decision-making that is data driven. WHCC's systems, processes, and culture reflect the accreditation themes of institutional commitments; evaluation, planning and improvement, student learning outcomes; organization; dialogue; and institutional integrity. The following abstract provides a summarized assessment of how well WHCC is meeting the standards as a whole.

Standard I: Institutional Mission and Effectiveness

On June 29, 2004, following a deliberative shared-governance process, the WHCCD board of trustees adopted the college mission statement. The adoption of new mission and vision statements was part of the ongoing process to establish a multi-college district. The college has always effectively aligned its student learning programs and services with its purpose, character, and student population. This is done through continuous dialogue among key constituencies and college councils regarding the relevance and effectiveness of college programs and services in promoting student learning. The college collects evidence that substantiates the validity of the mission and vision as it addresses the needs of students through annual review of WHCC college performance indicators. The college is currently engaged in a review of vision, mission, and goals. Input is being gathered from college employees, students, and the community. The College Planning Council will consider all of the input and will make a recommendation to either reaffirm or modify the vision, mission, and goals. This process will be completed by the end of the spring semester 2010.

WHCC engages in the overarching focus on the assessment of student learning outcomes at all levels. Faculty members have developed course and program student learning outcomes and assessments that serve as the benchmark for determining the need for revision of course content, pedagogy, and methodology. Student services have developed learning outcomes to assess student achievement of desired program and service outcomes. The assessment results for all student learning outcomes serve to focus dialogue on ways in which the efficacy of all aspects of the college can be improved to better serve students. Degree level student learning outcomes are under development through a broad and inclusive process that engages all councils and college constituencies.

The council structure of WHCC was revised in 2009. The revisions resulted from a strategic planning process involving faculty, staff, administrators, and district leaders. It was determined through the planning process that the existing structure could be strengthened through consolidation of the learning resources council with the instructional services council. It was further determined that a great deal of redundant report outs would be eliminated by deletion of the president's council and the inclusion of key district administrators in a monthly president's cabinet meeting. The final change initiated by the strategic plan, was the renaming of the college

consultation council to college planning council. The new name more accurately reflects the role of the council as the decision making body for the college. The college planning council is responsible for college planning and budget development. The actions of the facilities development council, instructional services council, and student services council are brought to the college planning council for consent and for inclusion in the planning and budgeting processes. The councils rely on program review for academic disciplines, student services, and administrative units as the primary resource for budget requests. Assessment results of student learning outcomes are an element of the instructional and non-instructional program review adding quantitative data to the qualitative dialogue supporting resource allocation. Additional evaluative data used in planning processes include: Accountability Reporting for Community Colleges (ARCC), Community College Survey of Student Engagement (CCSSE), high school participation rates, transfer statistics, student success, retention, number of degrees and certificates awarded, program review, student learning outcomes, and performance evaluations.

Standard II: Student Learning Programs and Services

WHCC offers high-quality instructional programs, student support services, and library and learning support services in an atmosphere conducive to student learning. The environment is one that enriches understanding and appreciation of diversity, as well as the intellectual, aesthetic, and personal development of its students. The college values a campus climate that reflects its vision of being a “learner-centered community college, recognized for its contribution to the educational, social, cultural, and economic vitality of the region and state.”

With the commitment to providing a high quality educational experience, the instructional programs at WHCC complete program reviews on a regularly scheduled basis. All categorical student services programs completed program review in 2008 as part of the student services site review and all administrative units are completing program review in the spring of 2010. The EMP was developed in 2008, updated with program review data in 2009, as it will be each year. The college EMP serves as a framework for planning of programs and services at the college in the coming years. The EMP is currently being revised to encompass all student services, not just the categorically funded units now contained. The expansion to include grant funded programs and services will afford the opportunity for the EMP to be the guiding strategic plan for all college programs and the development of new opportunities for students, both academic and support based.

By spring 2009, 100% of all WHCC courses had student learning outcomes and assessments. All programs have identified student learning outcomes and degree level outcomes are currently being vetted through the broad based campus approval process. The student learning outcome development process began at the course level and then moved to incorporate program and degree level student learning outcomes. At the close of spring 2010, 100% of course learning outcomes will have been assessed. Course learning outcomes are mapped to program learning outcomes, which will finally be mapped to the degree level outcomes. The goal is to begin assessing program level outcomes in the spring of 2010 and degree level outcomes fall 2010.

Beginning as early as 1998, WHCC began to increase its distance education course offerings through online delivery of courses. This augmented the telecourses and video conference courses that serve to reach the students scattered across the geographically large and very rural district.

Online course delivery allows WHCC to serve the extremely small and dispersed communities within the region with a variety of courses leading to a degree.

The district uses the Blackboard course management system which provides a rich variety of methodology options for faculty to engage students. The college ensures integrity and rigor in course offerings through careful curriculum committee review, faculty assignment, faculty training, and oversight by the associate vice chancellor of instructional planning.

In 2008 and 2009 WHCC administered the CCSSE to assess student perceptions regarding their engagement and needs. WHCC scored above our rural community college peers on all five benchmarks.

WHCC has greatly expanded the number of its courses delivered through distance education methodologies over the past ten years. While WHCC has developed some hybrid courses, the focus has been on fully online, asynchronous courses that meet the unique needs of the population we serve. Within the district are four California prisons, Lemoore Naval Air Station, Coalinga State Hospital, and a federal prison is under construction. These facilities employ a large number of the residents of the area we serve and are 24/7 operations. Asynchronous course delivery affords the opportunity for a college education to those assigned to the swing and night shifts. Even though no degree or certificate requires a student to take distance learning courses, many offer the choice for some courses. Course development for delivery through these media has always adhered to the precepts of academic integrity.

Standard III: Resources

WHCC effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, to reach stated student learning outcomes, and to improve institutional effectiveness.

WHCC within the WHCCD utilizes board of trustees adopted human resources policies and procedures in the hiring of all faculty, classified staff, and administrators. Qualifications are posted and vacancies are publicized; selection processes are standardized and well monitored. In accordance with regulations, faculty in all areas must meet minimum qualifications or possess the equivalent education and experience as verified through the equivalency process by the academic senate. Faculty members lead the student learning outcomes and assessment process and view SLO assessment as a component of their professional responsibilities. The college, in conjunction with the district, seeks to adhere to fair employment procedures and seeks diversity in its faculty and staff. A professional code of ethics exists and is followed. Further, there is a systematic process for the evaluation of faculty and staff, including those who are employed on a part-time basis.

In November 2008, WHCC passed a general obligation bond in support of new college facilities. The college is completing a remodel of the original gym, expansion of the locker rooms, and new construction of an adjacent wellness center. The bond will also be leveraged to fund the new agricultural science facility set to go to bid in March 2010, a new center facility in Firebaugh,

renovation of the residence halls, and phase II of the modernization of the original campus buildings.

Technology resources are well planned to support student learning and services and to support other college needs for communication and research. The district prides itself on the innovative use of technology to meet the challenge of a remote, rural setting. Instructors have incorporated technology into their teaching, which allows them to teach to more diverse learning styles. The use of a classroom learning management system has increased instructors' ability to enrich the learning experience with class sites for information and discussion forums, whether they teach in the online, hybrid, or face-to-face classroom mode. Since 2002, WHCC students have applied, searched for classes, registered, paid for courses, applied for financial aid, and communicated all online. District personnel have maintained open communications with the colleges in an effort to solve problems as they arise. A sufficient number of computers support instructional programs and student services needs across the college and north district center.

Financial resources for WHCC are primarily based on state apportionment to the district which is then allocated to the colleges according to the board of trustees adopted procedure. Additionally, the district has been very successful in obtaining grant funding which supports the development of new programs. Financial planning for the college is the responsibility of the college planning council which involves all constituencies and received recommendations and requests from the other college councils. External audits are conducted annually for all funds and audits are reported to the board of trustees and posted on the district web site. The district has a long-term plan to fund employee post-retirement benefits.

Standard IV: Leadership and Governance

WHCC values and encourages an honest and open shared governance process within the college community and throughout the district. Administrators, faculty, staff, and students strive to build a collaborative environment that encourages taking an active role in the improvement of the college's programs and services. Full constituency representation is integrated in all planning and decision-making bodies and dialogue is encouraged across the campus. The president of WHCC and the district strive to function effectively and collaboratively within the shared governance process. WHCC and the WHCCD's governing body is the board of trustees. This seven member board consists of district community members and a non-voting student trustee. The governing board provides administrative support for WHCC in a collegial and collaborative manner.

APPENDICES

WEST HILLS COLLEGE COALINGA

Associate Degree & Certificate Programs Offered 50% or more Online

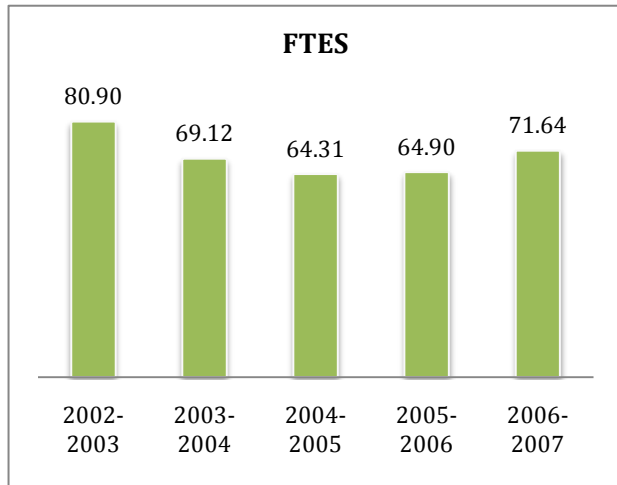
Administration of Justice – Law Enforcement	AA/AS
Administration of Justice – Corrections	AA/AS
Agriculture Science Technology.....	AS
Art	AA
Biology.....	AA/AS
Business Administration	AA/AS
Business Bookkeeping.....	AA/AS
Business Management	AA/AS
Retail Business Management.....	AA/AS
Child Development Early-Care and Education.....	AA/AS
Communication.....	AA/AS
Computer Information Systems	C/AA/AS
Geography.....	AA
Geology.....	AA/AS
Health Science	AA/AS
Humanities	AA
Kinesiology.....	AA
Liberal Arts – Area of Emphasis	AA
English and Communication	
Math and Science	
Arts and Humanities	
Social and Behavioral Sciences	
Liberal Studies – Emphasis in Elementary Education.....	AA
Mathematics.....	AA
Office Management and Technology.....	AA/AS
Office Technology-Clerk Typist.....	AA/AS
Office Technology-Secretary/Word Processing	AA/AS
Performing Arts	AA
Psychiatric Technician	AA/AS
Psychology.....	AA
Social Science	AA

AA=Associate in Arts Degree
AS=Associate in Science Degree

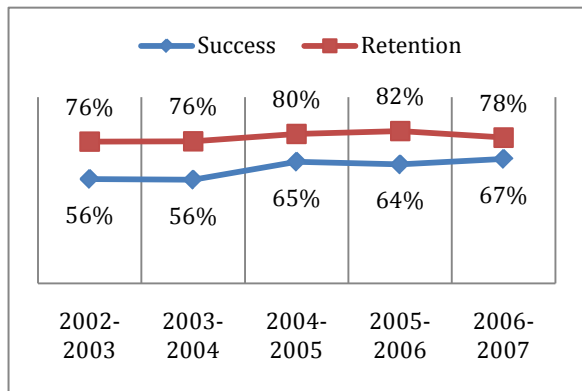
C=Certificate of Achievement

Discipline Area

Computer Information Systems (CIS)



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	398	426	395	401	446
FTEF	6.53	4.70	4.91	3.75	5.81
WSCH per FTEF	361	429	382	504	360



	02-03	03-04	04-05	05-06	06-07
Sections	52	39	42	41	52
% of Online Enrollment	0.0%	0.0%	0.0%	27.7%	37.4%
Degrees/Certificates Awarded		1	6	8	8

Description:

The CIS Department offers computer instruction in support of both CIS majors and non majors. Degree and certificate programs are available. Several CIS courses are required to meet the graduation requirements of other departments. Many classes are available to students who want to learn computer skills necessary to enter the world of work.

Assessment of Performance Indicators:

- CIS FTES and enrollment has been relatively stable over period observed
- FTES steadily declined until '05-06
- WSCH per FTEF is unstable
- Success rate has increased over the five years observed and is now above the college average
- Retention rate has been relatively stable and is slightly lower than the college average
- Number of degrees awarded has been relatively stable over the years observed

Program Goals from 2007 Program Review:

- Work toward ensuring that the CIS degree is offered totally online within three years.
- Introduce an MS Outlook and Quick Books curriculum in both traditional and online modes of instruction.
- Submit the Office Management and Related Technologies new certificate programs and revised AA degree to the state for approval.
- Introduce student learning outcomes in all classes.

**WEST HILLS COLLEGE COALINGA
COURSE OUTLINE OF RECORD PACKET**

FACULTY ORIGINATOR: [Click here to enter text.](#)

DATE: [Click here to enter a date.](#)

NEW COURSE PROPOSAL COURSE REVISION

CHECKLIST: (check all that apply)

- Course Revision Form
- New Course Proposal
- Course Outline
- Learning Resources Statement
- Distance Education Statement
- Adopted Textbook Form
- Prerequisite Form A
- Prerequisite Form B
- Limitations on Enrollment Form C

MIS DATA: (Administrative Use Only)

TOP Code: [Click here to enter text.](#)

Credit Status: [Choose an item.](#)

Basic Skills Status: [Choose an item.](#)

SAM Code: [Choose an item.](#)

Prior to College Level: [Choose an item.](#)

Noncredit Category:

Funding Agency Category:

ROUTING: (must be filled out prior to agenda submission)

Originating faculty: [Click here to enter text.](#)
[enter a date.](#)

Date: [Click here to](#)

Comments: [Click here to enter text.](#)

Curriculum Representative: [Click here to enter text.](#)
[enter a date.](#)

Date: [Click here to](#)

Comments: [Click here to enter text.](#)

Technical Review: [Click here to enter text.](#)
[enter a date.](#)

Date: [Click here to](#)

Comments: [Click here to enter text.](#)

Chief Instructional Officer: [Click here to enter text.](#)
[enter a date.](#)

Date: [Click here to](#)

Comments: [Click here to enter text.](#)

COURSE REVISION (use for existing courses only)

RULE OF FIVE – There are five course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer

OTHER CHANGES – check all that apply

- Five Year Review
- Instructional
- Methodologies
 - Grading Option
 - Cultural Pluralism
 - Advisory/Prerequisite
 - Textbook
 - Catalog Description
 - Distance Education
 - Instructional Objectives
 - Critical Thinking
- Assignments
 - Course Content and Scope
 - Methods of Evaluation
 - Revisions to the curriculum have been discussed with discipline faculty

NEW COURSE PROPOSAL (use for new courses only)

- Units:** Semester Lecture Hrs: Semester Lab Hrs:
Transferability (attach evidence): CSU UC
- New Major?** Yes No
If yes, state the new major: [Click here to enter text.](#)
- Intended for Transfer?** Yes (complete next row) No
 Transfer Elective Transfer General Education Transfer Major Requirement
- Associate Degree?** Yes (complete next row) No
 AA/AS Elective AA/AS General Education AA/AS Major Requirement
- Certificate Program?** Yes No
If yes, state the certificate: [Click here to enter text.](#)
- Room Space Requirements:** [Click here to enter text.](#)
Staff Requirements: [Click here to enter text.](#)
Equipment Requirements: [Click here to enter text.](#)

COURSE OUTLINE (use for all courses)

UNITS:

Semester Lecture Hrs:

Semester Lab Hrs:

Grading (check all that apply): Standard

Pass/No Pass

Repeatable for Credit? Yes [Click here to enter text.](#)

No

Materials Fee: \$

Description:

1. Course/Catalog Description

2. Prerequisites

3. Corequisites

4. Advisories

5. Enrollment Limitations

6. Instructional Objectives (Use measurable objectives only; courses that allow repeatability must specify objectives for each time the course can be repeated)

Upon completion of the course the student will be able to:

7. Course Content (Instructional topics or units)

8. Lab Content (For courses with lab hours only)

9. Methods of Instruction (Instructor initiated learning strategies)

10. Out of Class Assignments

11. Methods of Evaluation (Measurements of student achievement)

12. Cultural Pluralism Assignment and Methodology (Specific instructor initiated example)

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

14. Writing Assignments/Proficiency Demonstration

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional Comments: [Click here to enter text.](#)

TEXTBOOK FORM (use for all courses)

All transfer-level courses are required 1) to have an 11 or higher readability and 2) be no more than five years old.

All textbooks must have readability statistics attached.

Title: [Click here to enter text.](#)

Edition and Publication Year: [Click here to enter text.](#)

ISBN: [Click here to enter text.](#)

Author(s): [Click here to enter text.](#)

Publisher: [Click here to enter text.](#)

Required Optional

Readability Level: [Click here to enter text.](#)

Title: [Click here to enter text.](#)

Edition and Publication Year: [Click here to enter text.](#)

ISBN: [Click here to enter text.](#)

Author(s): [Click here to enter text.](#)

Publisher: [Click here to enter text.](#)

Required Optional

Readability Level: [Click here to enter text.](#)

Title: [Click here to enter text.](#)

Edition and Publication Year: [Click here to enter text.](#)

ISBN: [Click here to enter text.](#)

Author(s): [Click here to enter text.](#)

Publisher: [Click here to enter text.](#)

Required Optional

Readability Level: [Click here to enter text.](#)

Title: [Click here to enter text.](#)

Edition and Publication Year: [Click here to enter text.](#)

ISBN: [Click here to enter text.](#)

Author(s): [Click here to enter text.](#)

Publisher: [Click here to enter text.](#)

Required Optional

Readability Level: [Click here to enter text.](#)

Course Outline of Record Approval (required)

Originating Faculty	Date
Instructional Area Representative	Date
WHCC Chief Instructional Officer	Date
WHCC Articulation Officer (transfer courses only)	Date
Associate Vice Chancellor of Educational Planning	Date
WHCC Curriculum Chair	Date
WHCCD Board of Trustees	Date

DISTANCE EDUCATION ADDENDUM (for courses requesting DE only)

Faculty Originator: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

The following must be completed for the delivery of this course via distance education technology in addition to the original course outline. (An additional textbook form is required if text differs from the classroom modality) This addendum is NOT REQUIRED for web enhanced courses.

The instructional area recommends that this course be taught via distance education.

The instructional area recommends the following modality:

Video Conference

Hybrid (Any replacement of traditional classroom time with online; complete #1 & 2)

Online (complete #2)

- 1. HYBRID – a portion of the traditional classroom time will be replaced with online instruction

Describe the face-to-face requirements of the course ONLY:

- 2. ONLINE OUTLINE – Instructional Objectives, Methods of Instruction and Methods of Evaluation must be adapted for online instruction.

Instructional Objectives: Copy your Instructional Objectives (see COR #7) into the LEFT side of the table below (one method per row). In the RIGHT side, specify the activity that will be used to meet the objective in the online environment. Please address each individual objective.
Title 5 requires that “regular, effective contact” (54 hours) between the student and the instructor are included in the design of the Instructional Objectives in an online environment.

Instructional Objectives	Activity (including approximate hours of contact)

Methods of Instruction: Copy your Methods of Instruction (see COR #9) into the LEFT side of the table below (one method per row). In the RIGHT side, specify how the methods will be adapted to the online environment. Please address each individual method.

Methods of Instruction	Online Adaptation

Methods of Evaluation: Copy your Methods of Evaluation (see COR #11) into the LEFT side of the table below (one method per row). In the RIGHT side, specify how the methods will be adapted to the online environment. Please address each individual method.

Methods of Evaluation	Online Adaptation

Verification of Process (required)

Indicate in the table below the faculty, support staff, and administrators that have been consulted as part of the DE proposal process. Consultation does not constitute approval of the proposal.

Required Consultation	Name(s)	Date
Discipline Faculty		Click here to enter a date.
Instructional Area Representative		Click here to enter a date.
WHCC Chief Instructional Officer		Click here to enter a date.
WHCC Articulation Officer		Click here to enter a date.

Distance Education Addendum Approval (required)

Required Signatures	Date
Originating Faculty	
Instructional Area Representative	
WHCC Chief Instructional Officer	
Associate Vice Chancellor of Educational Planning	
WHCC Curriculum Chair	
WHCCD Board of Trustees Approval Date (no signature required)	

West Hills College Coalinga
Curriculum/General Education Committee
March 25, 2010
Room E1
AGENDA

- 1.0 Call to Order
- 2.0 Changes to the Agenda
- 3.0 Approval of Minutes, March 11, 2010

ACTION ITEMS

- 4.0 Items for Second Consideration
 - 4.1 COM 5, Interpersonal Communication, DE Addendum
 - 4.2 IS 1, College Success, COR
 - 4.3 IS 1, College Success, DE Addendum
 - 4.4 IS 2, Career Planning, COR
 - 4.5 IS 2, Career Planning, DE Addendum
 - 4.6 IS 7, Student Leadership Development
 - 4.7 IS 7, DE Addendum
 - 4.8 IS 50, Orientation for International Students
 - 4.9 CIS 8, Microcomputer Operating Environment, COR
 - 4.10 CIS 8, Microcomputer Operating Environment, DE Addendum
- 5.0 Items for First Consideration
- 6.0 Consent Agenda

INFORMATIONAL ITEMS

- 7.0 Informational Items
 - 7.1 WHCL Curriculum Report
 - 7.2 Curriculum Institute 07/08/10 – 07/10/10
- 8.0 Adjournment