

MESSAGE FROM THE PRESIDENT

It is with great pleasure that I introduce the West Hills College Lemoore Educational Master Plan. Our goal is to provide a framework and a direction for the college for years to come. You will find that our educational mater plan is comprehensive and yet flexible enough for all constituents to have an understanding of our vision for our students and the communities we serve.

We offer over 20 associate degree and certificate programs ranging from administration of justice to teacher preparation and training. We also have plans for many more programs to keep pace with the needs of our business partners and our community desires. Whether you're looking for a few weeks of training to improve job skills or classes that transfer to a four year university, West Hills is here to serve you. You will find that our courses are offered in a variety of delivery modes to meet student modalities or time constraints. Students may chose classes that meet in the traditional format of face to face instruction, distance education through video conferencing, or the new and innovative online systems that allow for teacher-student communication anywhere around the world.

Please use our educational master plan as a blue print to the future. As demands change or new technologies develop, we will continuously evaluate and upgrade our instructional offerings and support services to provide the latest in technology and student friendly services for our customers.

Sincerely,

Don Warkentin
President

INTRODUCTION

This initial Educational Master Plan celebrates our beginning as a new college. West Hills College has had a lengthy presence in the Lemoore community, beginning by offering a few random classes at the high school and churches during its early days, moving into rented or leased facilities based on the success of the few classes, transitioning to a “Center” in the 1980’s, and finally moving to our new, permanent facility in 2002. Even in the face of highly significant financial pressures impacting the state, West Hills Community College District and its residents have shown tremendous commitment to the Lemoore community by the construction of the new facilities. These new facilities have resulted in unprecedented growth in enrollments which appears to have no short-term end.

West Hills College Lemoore has developed its mission statement and this Educational Master Plan has been implemented in support. The values and goals of the strategic plan linked to the Educational Master Plan will lead West Hills College Lemoore into its bright and prosperous future.

Further, the Educational Master Plan illustrates the high quality and dedication of our faculty, classified staff, and administrators. For many of us, we have toiled in less-than-perfect facilities for many years until 2002 but now are benefiting in working in ideal, state-of-the-art facilities.

The Educational Master Plan is designed to be our guide for the future and serves the following purposes:

- To function as the instructional roadmap so that the college can focus on student learning.
- To provide vision for West Hills College Lemoore as an institution in its decision making, planning, and governance for a successful future.
- To assist in establishing the priorities of the college budget in support of student learning.
- To provide a process for continual and comprehensive review, assessment, and planning for instructional and non-instructional areas of the college.
- To identify and utilize the external processes affecting the institution and to be used in the decision-making.
- To identify the fundamental strategies in improving student access, retention, and success.
- To provide a frame-work for future facilities planning for decades in advance.

This Educational Master Plan has resulted from utilizing aspects of the Program Review process that has received the exhaustive efforts of faculty, classified staff, and administrators. It reflects the passion, beliefs, and visions possessed by all these individuals. In addition, it displays the responsiveness to our community that West Hills College Lemoore is committed to the students we serve.

EXECUTIVE SUMMARY

This brief summary partially represents the results of planning efforts to shape the West Hills College Lemoore Educational Master Plan (EMP). Further, the integration of each planning activity and results of that planning have student learning at the highest priority.

I. West Hills College Lemoore's **Mission** statement provides overall strategic direction for the College:

West Hills College Lemoore enriches lives, builds community, and enhances economic growth and development through quality learning opportunities. We provide outreach and appropriate support services to high school graduates, re-entry students, the military community, developmental, underserved, and special needs populations. We provide a positive environment which is committed to student learning outcomes and success using relevant goals, innovations, strategies, and partnerships.

WHCL provides student centered guidance and support that produces educated, diversified and involved community members. As a new college, we recognize institutional development as a catalyst to enhance student learning outcomes. We are committed to educational excellence in partnership with the people and communities we serve.

II. West Hills College Lemoore's **Guiding Principles** describe the factors that help determine how student learning will be improved:

- A. Access—Ensure accessibility to all our programs and services.
- B. Collaboration—Emphasize efforts to understand and meet community needs and garner community support. Support collaborative decision-making processes.
- C. Community—Develop and foster a sense of community within the college.
- D. Diversity—Respect and embrace diversity in our programs and learning environments.
- E. Excellence—Provide high quality learning, teaching, and service opportunities.
- F. Innovation—Support innovation and technology to enhance learning environments, services, and communication.
- G. Integrity—Advocate and demonstrate honesty, truthfulness, equity, and ethics.
- H. Mutual Respect—Promote an environment of open communication.

III. Within the context of the Mission and guiding principles, West Hills College Lemoore has developed a list of **Strategic Goals** that will be used within the designed campus committee structure to further assist in the achievement of student learning:

- A. Teaching and Learning—Provide positive and energetic teaching and learning environments to further our commitment to student-centered, outcome based education using relevant goals, innovations, strategies, and partnerships.
- B. Student Success—Foster a student-centered guidance and support system that produces an active, educated, and involved citizenry.
- C. Resources—Build and foster commitment to the use and development of community, technology, education, and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.
- D. Institutional Development—West Hills College Lemoore, as a new college, recognizes the importance of institutional development. To this end, institutional development will act as a catalyst to support and enhance the other four goals.

- E. Facilities—Support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.
- IV. West Hills College Lemoore has developed broad-based **Institutional Student Outcomes** that act as barometers on student achievement.
- A. Students progress successfully to acquisition of degrees and certificates.
 - B. Students progress successfully to transfer-ready status and transfer.
 - C. Students successfully complete their educational goals in vocational programs by acquiring skills, degrees, or certificates to improve their employability.
 - D. Students succeed in ESL courses and progress to higher level courses or improve English skills.
 - E. Students succeed in basic skills courses and progress to degree level, pre-transfer or vocational courses.
 - F. Students are benefited by individualized support services in a student-centered college environment that facilitates success and maximizes student opportunity.
 - G. Community and businesses are provided teaching, training, support services, and economic development opportunities based on regional and community needs that are beyond the traditional college.
- V. Each operational unit of the college (instructional, non-instructional, and administrative) completes a comprehensive Program Review that contains qualitative and quantitative analysis. The completion of each program review is prepared by college personnel working within that organizational unit; appropriate portions of each program review is used in the preparation of the Educational Master Plan.

INSTITUTIONAL NARRATIVE

The history of West Hills College Lemoore (WHCL) begins in 1962, when Lemoore High School District residents voted to annex to the College District. In 1979 the district purchased land in the City of Lemoore, and in 1981 a classroom building and an office were erected. The campus operated in portable buildings on five acres in the City of Lemoore, as well as in leased space in Lemoore K-12 schools and in classrooms located on the Lemoore Naval Air Station. This site was named the Kings County Center. The Center served its community well for more than twenty years.

Unique Public-Private Partnerships

In response to the growing enrollment and the enthusiasm of Lemoore area residents to build their own campus, the district supported a plan to build a new campus in Lemoore. Residents of the West Hills Community College District approved a \$19 million West Hills College bond Measure G which was partially used to construct a new Lemoore campus. In Kings County, the measure was approved by 70% of the votes. This bond measure, coupled with bond monies from Proposition 1A which passed statewide, allowed the college to move on a dream that has been in the making for over 30 years. On September 26, 2000 the Board of Trustees signed and accepted a "Revised and Restated Agreement of Donation of Land" from Robert and Mardell Pedersen, and Lionel and Lola Semas for a new campus. This revised agreement described the donation in four phases and exceed 100 acres. West Hills College Lemoore opened its doors to students on January 14, 2002. The second phase of construction was approved and began in the winter of 2004. When fully completed, West Hills College Lemoore will have capacity for over 6,000 students.

Small class sizes and the latest in science and technology facilities are features of West Hills College Lemoore. The brand-new, state-of-the-art West Hills College Lemoore campus – a project with its first phase completed cost approximately \$1 million less than budgeted – features the largest and most technologically advanced library in Kings County, 18 classrooms, computer labs, three science *Collaboratories* (an award winning concept that is being replicated at other colleges). Associate degrees and/or certificate programs are offered in almost 30 areas from Administration of Justice to trade, technology and industry. At present, students pursuing the law enforcement option of the Administration of Justice degree may earn the degree entirely online. Corrections students must currently take one course in a classroom, but may take all other coursework online. Beginning Fall 2004, students were able to earn a bachelor's degree through California State University, Fresno while attending classes at the Lemoore site or through online courses.

Responsive to Community Interests

From the beginning WHC Lemoore has recognized the importance of responding to the community. Not only do such programs meet the employer needs of the area, but they also offer work training opportunities to students who are the hardest to employ, many of whom struggle with the English language.

- The Central Valley is home to a number of gaming casinos operated by local Native American tribes; one of these casinos is located approximately four miles from the campus. To meet the needs of this business, the college has developed a Hotel, Restaurant and Casino Management program. Over 1,900 students have taken coursework in this program since 2000.

- Through a partnership with the Kings County Department of Health, high-risk WHC Lemoore students took coursework designed to teach them skills in food preparation and menu development for people with diabetes. Meals were taken by Kings County Department of Health to the homes of people with diabetes.
- California's Central Valley is home to the nation's largest farming region. Many of the students at WHC Lemoore are from farm working families. The Trucking program offered at WHC Lemoore (and at WHC Coalinga) offers students training in an industry that needs workers for local operations.
- In addition, the college is responsive to the needs of Naval Air Station Lemoore. With a base resident population of 7,640 active and retired military personnel and dependents, the college is a valued source of education for the base. The college maintains an office and classrooms on the base, but most base students also come to the college campus. The needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. WHC Lemoore seeks to offer courses to meet the spectrum of requirements, and works closely with base officials to select and design these courses.

Thinking Globally

Naval Air Station Lemoore is located about five miles from the WHC Lemoore campus. While many military bases have been closed or downsized in the past decade, NASL has grown and is expected to continue to grow. In addition to its positive economic impact on the community and the college, the presence of the base provides the area with a global perspective. The base has an active partnership with its personnel participating in a variety of college activities, including advisory committees, special ceremonies, and serving as a resource for programs related to military activities.

The range of experience and education offered by military personnel who participate in WHC Lemoore classes and activities is a significant resource to college faculty and staff. Some military personnel lack basic education, and the college is able to provide them with classes that increase their ability to succeed in the military. In addition, many highly educated, world-traveled military personnel seek coursework to enhance their education. The college seeks to respond to this need through NASL participation in college advisory committees and through regular meetings with base administrators. Faculty and staff at the college have noted that the presence of these knowledgeable students in their classes adds significantly to the teaching and learning experience for both students and teachers. For valley students, many of whom may have limited travel experience, the global perspective brought by NASL is invaluable.

OFFICE OF THE PRESIDENT

1. Mission:

Provide high-quality, full-service administrative programs to support instructional and student services while maintaining cost effectiveness and efficiency. Effective use of technology and efficient staffing will enable WHC to maintain the same level of services at the Kings County Campus as those provided at the Coalinga Campus. The Kings County Campus has a complete offering of administrative services with managers, directors, most deans, and vice presidents based on the Coalinga Campus. These administrators oversee operations district-wide.

2. Program Description:

Administrative services performed on the Kings County Campus are the same as those performed on the Coalinga Campus. However, the services remain under the direction and operation of the Coalinga Campus to avoid duplication of administrative and management staff with the exception of campus administration. Services include:

- A. *Campus Administration* provides on-site, full-time administrators responsible for overall administration of the campus including day-to-day operation, implementation of educational plan, and strategic planning.
- B. *Facilities Management* develops construction of facilities as proposed in the district master plan. Also plans maintenance schedules, manages contracts, oversees contractor work, develops and updates facilities master plan.
- C. *Fiscal & Business Services* maintains needed cash flow, budgetary, and other accounting services for campus operation including purchasing. Except for limited cashiering, all work and management occurs from the Coalinga Campus.
- D. *Food Services* provides snack bar services for students and staff. Offers limited meals, snacks, and beverages. Current services are provided by a private contractor.
- E. *Grants & Research* assists all departments and programs with identifying external funding sources and developing proposals. Grants office also assists with liaison work with funding agencies, compliance, and budget management. Grants Office staff is located on the Coalinga Campus but directs grants functions district-wide.
- F. *Human Resources* provides services to all faculty, staff, and administrators related to personnel and fringe benefits. Also assists in recruiting, selecting, and evaluating of all staff. Human Resources operates from the Coalinga Campus, providing service district-wide.
- G. *Information Technology Services* maintains college and district-wide computer services including MIS system, LAN, WAN, telecommunications, instructional computer laboratories, and office systems. Also assists with hardware and software selection, installation, upgrades, and maintenance. Information Technology Services Director and base of operation are on the Coalinga Campus but provides service district-wide.
- H. *Physical Plant (Maintenance & Custodial Services)* provides janitorial services, maintenance of grounds, and maintenance & repair of all facilities. Maintenance & Operations Department also administers internal and external mail systems & delivery. Maintenance & Operations Director is located on Coalinga Campus, but custodial and grounds staff are assigned specifically to the Kings County Center.
- I. *Public Information & Marketing* assists all programs and services with student and staff recruiting, press releases, program promotion, college publications and newsletters, and promotion of special events. Also coordinates publication of the class schedule and college catalog. Director provides services district-wide.

3. Unit Growth Projections:

- A. Current and Projected Staffing
1. The staff required to operate the services described above on the Kings County Campus are kept to a minimum because the majority of staff are located at the Coalinga Campus. This operating method avoids duplication of staff and, with the use of technology, allows the same level and standard of service to occur at all sites.
 2. Current staffing is as follows: Three full-time administrators with additional district-wide responsibilities; eight FTE staff positions are currently employed as follows: two bookstore clerks/supervisor and two custodians; and one grounds/custodian; two administrative assistants, one senior secretary.
 3. Projected Staffing:
 - a. 2005: additional 12.0 FTE positions
 - 2.0 student services assistants
 - 2.0 bookstore assistants
 - 2.0 financial aid assistants
 - 2.0 library assistants
 - 1.0 secretary
 - 1.0 administrator
 - 1.0 counselor
 - 1.0 advising specialist
 - 3.0 custodians
 - 3.0 grounds
 - 1.0 maintenance
 - 2.0 security
 - b. 2010-2015: enrollment projections indicate a need for additional staff in child care facility, bookstore, library, counseling and advising.

4. Future Development Strategies:

- A. The programs and services described above are necessary for the instructional programs to operate and are basic to the operation of the Kings County Center. As the student population grows, additional staffing will be necessary. However, all programs and services described above will continue to be managed district-wide in order to provide equitable and consistent services. This approach will also provide for maximum efficiency. The notable exception is in campus administration. The president-designate performs all the duties of a campus president while continuing to oversee administration of instructional and student services district-wide. In addition, the campus dean provides administration of day-to-day campus functions and operation.
- B. Technology will continue to play an important role in delivery of functions and services. Telecommunications and web-based services enable administrators and managers to oversee areas of responsibility effectively and efficiently despite distances between sites. The district telecommunications infrastructure as currently being implemented will provide for ample telecommunications through 2015.
- C. Food Service will be expanded to full-service cafeteria and food service when the Kings County Center moves to its new facilities in January 2002. The program will continue to be operated by a private contractor in conjunction with planned opening of a Restaurant/Culinary Arts instructional program.

5. Required Resources:

Additional office space, storage space, and conference rooms are needed for current staff. Staff located on the Coalinga Campus perform duties at the Kings County Center on a

regular basis. These “transitory” staff also need work space which can be shared with other “transitory” staff. Examples include computer technicians, grant writer, public information officer, maintenance staff. Maintenance, janitorial services, bookstore, and information technology services need storage space.

A reliable, functional telephone system is needed. Access to district technology infrastructure is required in all areas.

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A reliable, functional telephone system is needed. Access to district technology infrastructure is required in all areas.

All areas must have adequate work space, storage, and ergonomic work stations.

All administrative areas should have access to the LAN, WAN, fax, copiers, and the Internet.

ADMISSIONS AND RECORDS

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

AMERICORPS

1. Mission:

2. Program Description:

AmeriCorps is a national service program that engages thousands of Americans of all ages and backgrounds in a domestic-like Peace Corps. "Getting things done" is the motto across America by meeting our education, public safety, environmental, and human needs. In exchange for a year or two of service, AmeriCorps members earn educational awards to help pay back student loans or to finance college, graduate school or vocational training. The AmeriCorps Program at West Hills College Lemoore specifically provides twenty-one tutors to targeted schools in our District. The twenty-one AmeriCorps members tutor approximately 150 kindergarteners through sixth grade students in reading and literacy skills. Each member will work with individuals or small groups of students who have been identified by the classroom teacher as needing additional reading skills. Prior to classroom assignment, each member is finger printed and processed through the Department of Justice for clearance. Additionally, each student must also be tested for TB and meet other program criteria. This includes: be a U.S. citizen or legal resident, be at least a part-time student, attend pre-service training of 90 hours, and attend weekly meetings/training. Each member tutors 12-19 hours per week for approximately eight to twelve months. Each member must commit to a total of 450 hours to qualify for the Educational Award. Members assess the children's need by conducting a Literacy Assessment Profile on each child. The LLAP (LEARNS Literacy Assessment Profile) is used as the pre-post standard tool of measurement. Members receive training on the LLAP assessment tool prior to administering it. Through this interactive mode, members develop the knowledge and skills to meet the child's literacy needs. All members participate in orientation activities, swearing ceremonies, weekly meetings, additional training sessions and presentations, and volunteer for community service hours. Members are required to maintain satisfactory performance with AmeriCorps and a 2.0 grade point average and/or 2.5 GPA upon graduation. Members are also expected to attend education classes on teacher preparation such as EDUC 1, EDUC 5, EA 55, and the CBEST seminars. Additional responsibilities include: five members will provide 3 parenting training sessions during the school year, members will make presentations to 25 parents and explain the benefits of being an AmeriCorps tutor and how their children will benefit from the program. Members also do follow-up with each parent who participates and will encourage them to become more involved in school activities. Members will stress the importance of parental involvement in the school to insure the success of their child. AmeriCorps members also facilitate three community service projects. The service projects are mandatory and logs of community service are kept. These community service hours can be involvement in a variety of activities from parental seminars to raising money for the purchase of books. The members are responsible for recruiting local volunteers to assist with these projects and are responsible for organizing them. This teaches them many skills that will be necessary if they choose to pursue a career in education. A record of all these activities is kept and is part of the final report to the AmeriCorps office.

3. Unit Growth Projections:

4. Future Development Strategies:

The AmeriCorps Grant finished its first funding cycle and is in the first year of a 3 year grant. Teacher and Reading Development Program (TRDP) state program funding was completely eliminated therefore making it difficult to recruit members. It is assumed that program growth will be limited or restricted. Prior to the state's economic crisis, the

program growth was reflective of the community's ethnic composition. This year we are able to place the majority of members (21) in paid positions at seven school districts. The ethnic and gender composition of the members is diverse and typical of the teaching profession. In the past 2 years, we have had only 3 males join our program who express their desire to become elementary school teachers. Ethnicity of students range from 47% Caucasian, 45% Hispanic, and the rest from African American to Asian/Pacific Americans. A large percentage of these students are first generation college students who need to supplement their college expenses by taking part time jobs. We had sufficient budget to give the rest a stipend for living expenses which is allowed by AmeriCorps. We have 21 members this year and we had the same number last year. Each of these members is able to work with approximately five students at each of the school sites. If funding is further cut, the services would not be available. The targeted school districts are delighted to have the tutors in the classroom and the tutors gain invaluable experience by completing the 450 hours of service. The Education Award is a big benefit to our students.

5. Required Resources:

Supplies are kept at a minimal level as tutors basically use supplies provided by the school sites. There are a certain number of items used in order to administer the program, but they are limited to basic office supplies.

The coordinator and the senior secretary have up-to-date computers and/or laptops. Basic office equipment is needed to administer the program. Access to the Internet is needed for reporting enrollment and forwarding reports to the California Community College Chancellor's Office and to the Foundation. Web access is vital for entering WBER's information on each member to national headquarters.

All facilities are provided by the schools served except for office space and meeting space for training which is provided on the West Hills College Lemoore campus and facilities.

The current staff consists of the Program Coordinator and a Senior Secretary. The Program Coordinator also has other programs which he administers. The program does not require a full time person as director nor does it require a full time secretary. If AmeriCorps were to expand at West Hills College, then more time of the assigned staff members might be required.

ASSESSMENT

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

ATHLETICS

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

AVENAL AFTER SCHOOL PROGRAM

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

BOOKSTORE

1. Mission:

The Bookstore carries all required textbooks. Textbooks are available one week before the first day of class. The Bookstore offers a variety of general interest books, reference books, and study aids. A special order service using the "Books In Print" system is provided to the community and campuses for special orders on books not carried. In addition to books, the Bookstore stocks merchandise to make life on campus more convenient. These items include office supplies, WHC emblematic items, backpacks, art supplies, gift items, snacks and cold beverages.

2. Program Description:

The main goal of the bookstore is to support the instructional mission of the college.

3. Unit Growth Projections:

	<u>Students</u>
Fall 2005	2106
Fall 2010	3159
Fall 2015	4233
Fall 2015	5328

4. Future Development Strategies:

The Bookstore will implement a textbook inventory system, update and remodel the Lemoore Bookstore, upgrade computers at Lemoore and North District Center, computerize the "buy back" of textbooks and expansion of the North District Center Bookstore to a full-service operation.

5. Required Resources:

The environment needs to be physically accessible and welcoming to encourage students with disabilities and/or special learning needs to take advantage of classes and support services while participating in the campus at large.

CHILD DEVELOPMENT CENTER

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

COLLEGE ASSISTANCE FOR MIGRANTS PROGRAM

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

COMMUNITY EDUCATION

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

CONTRACT EDUCATION

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

COUNSELING AND ADVISING

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

DISTANCE EDUCATION

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

DISABLED STUDENTS PROGRAM AND SERVICES

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

EDUCATIONAL TALENT SEARCH

1. Mission:

The mission of the Educational Talent Search (ETS) is defined in the Higher Education Act of 1965 (section 402B): a) identify and encourage youth and young adults to complete secondary school and undertake a program of post-secondary education, b) publicizing the availability of financial assistance for students who pursue these programs, and c) encouraging qualified persons who have not completed secondary or post-secondary programs to reenter such programs.

2. Program Description:

The ETS program at West Hills College Lemoore is an outreach program that is federally funded through the U.S. Department of Education; the funded amount is \$190,000 per year for a 5 year period. ETS is aimed at 6th-12th grade students who are first generation college bound. ETS is aimed at identifying and encouraging children to complete high school and prepare for college. ETS also encourages young adults to reenter and complete school.

All services offered to our participants through ETS are free of cost. ETS services 650 students that meet our targeted criteria: a) low income, b) first generation college bound, and c) U.S. citizen or legal resident. The services ETS provides are academic advising, admission process assistance, financial aid information, college entrance examinations, career counseling, tutorial services, college campus visitations, technology assistance and workshops, and counseling for parents of participants.

3. Unit Growth Projections:

4. Future Development Strategies:

The Educational Talent Search Program was implemented at West Hills College Lemoore in October of 2002 and is funded under strict guidelines of the federal government through September of 2007. The ETS plan of operation indicates that eight objectives be met and evaluated for success. Our goal is to provide hope and opportunity to all students from disadvantaged backgrounds and assist them on their educational path to graduate from high school and enroll in a post secondary program of their choice. We currently serve 650 students in a total of 12 schools. Schools are located in the cities of Avenal (2 sites), Coalinga, Huron, Lemoore (5 sites), Riverdale, Stratford, and Kettleman City. Avenal has the highest number of participants with over 220 participants. Students must meet federal guidelines to qualify for the program. Participants must be United States citizens or permanent residents, meet the U.S. Department of Education set low income guidelines, and be potential first-generation college bound.

Listed below are our program's objectives set forth by the grant writers of WHCCD:

- a) By October 15 of each year, identify 100% eligible students and select 650 participants with potential to complete secondary school and enter post-secondary education. At least 67% or 436 participants will be low income and potential first generation individuals.
- b) Assess academic and technology needs for 100% of the participants within 45 days of their acceptance into the ETS project through comprehensive needs assessment and student education plans that are updated annually. *In summary, the ETS program has an effective plan to comprehensively assess participants' needs, monitor the ETS services provided and track their academic progress, respond promptly with comprehensive services, and document all participant involvement and outcomes.*
- c) Provide academic, career, financial aid, motivational counseling and services to 100% of the participants by June of each year. *Present academic/career information, present motivational speakers at school. Meet to discuss academic and career issues and make career counseling visits to post secondary institutions or college/career fairs.*

- d) 100% of all ETS participants, their families, and other members of the low income community will receive information on post-secondary admissions procedures and financial aid opportunities, with special attention to the use of technology for these purposes. *Distribute information/assist with forms, distribute applications for post-secondary programs and use local print/electronic media to disseminate financial aid information to the low income community.*
- e) At least 60 middle school students by June of each year will have participated in intensive services, including on-site after school enrichment programming, technology development, exposure to professional role models and post-secondary visits. *Our 5C Experience Summer Camp has served over 130 middle school students in the past two years. This also has complied with the objectives to operate science, math, and technology activities.*
- f) At least 85% of all ETS participants enrolled in grades 6-11 will have advanced to the next grade level and at least 75% of reentry participants will be making progress towards their GED or graduation by September 1 of each year. *Meet with staff and coordinate plan with teachers, counselors, and parents. Enroll participants in tutoring, enroll participants in ETS activities and do 1-on-1 personal counseling.*
- g) By August 1 of each year, at least 80% ETS seniors will graduate from high school. *Counseling information has been supplied to high school students, career guidance and college campus visits have also been provided to motivate students. Last year, 2003, we had a total of 17 high school seniors participate in our program. Fifteen out of the 17 participants have graduated and enrolled in a post-secondary program of their choice. School choices were CSU Fresno, CSU Stanislaus, West Hills College, Reedley College, and Porterville College. Ten out of the 17 enrolled at West Hills Community College District.*
- h) At least 75% of ETS graduating high school seniors and 65% of reentry participants will enter or reenter a program of post-secondary study by September 1 of each year.

5. Required Resources:

The ETS Program has purchased sufficient supplies that are needed to run the program effectively and provide a professional office environment. Supplies are sufficient to run the program through the school year of 2004-2005. A new order of supplies should be submitted by July 2005. ETS staff monitors budget balances and categories to make sure that enough funds are available in each program component.

The ETS program is currently based inside portable module 506 on the West Hills College Lemoore campus. The module is shared by different programs including Maintenance and Operations, CAMP, Upward Bound Math & Science, Nursing Program, Student Government, and our program, ETS. West Hills College Lemoore and WHCCD are in the process of building new facilities to accommodate students' life and program organization. A new phase of construction will begin in late October 2004 with a targeted completion date of fall 2005. During the next 3-5 years a number of construction projects should be approved and new facilities will be available.

The ETS program has three desktop systems in operation along with two laptops. These systems are all in use on a daily basis. Laptops are used mostly in the field. Laptops are mostly used for students' and advisor meetings as well as workshops and PowerPoint presentations of the ETS program. All computer systems are under maintenance plans that are supported through in-kind services by the WHCCD technology department. The program also has access to a color printer for our color flyer presentations, as well as the pictures for our folders that consist of different activities of our participants. For example, we have pictures of our college campus visits and our 5C Summer Camp. We also have access to a black and white laser printer for our bulk printing and ETS staff has an access code to be able to print copies in our institution's copy machines located in the Library and Administration building. For our large bulk of over 100 copies or more we

use our institution's duplicating department located on the Coalinga campus. All of our equipment is covered under our institution's technology department thus, giving our program worry free normal usage of equipment. The ETS program has purchased a data base that is password driven and approved by the U.S. Department of Education and the Federal Trio programs. Database and technical support will be available for the next four years of our program's grant. Minimal maintenance is required by our program and our institution's technicians are available for in-office trouble shooting.

The original plan for the ETS program's staff was to consist o a full-time Project Director, a full-time Assistant Director, a two part-time advisors, a full-time reentry advisor, and a full-time administrative assistant. The original grant was written for \$250,000, and stated that this type of staffing was needed for a "proper and efficient administration of the project." Our institution was not granted the full amount that it was originally written for. Instead, we were awarded a partial amount of \$190,000 for 5 years. Therefore, our staff currently consists of one full time advisor and a part time senior secretary being shared by another program (AmeriCorps). We are however in the process of hiring a new full time director for our program. Our staff will ultimately consist of our senior secretary, program director, and our advising specialist. This has not stopped our program from operating consistently with that of project objectives, and we are servicing the required amount of participants (650) as well as being able to assist and participate in school and community activities such as career fairs at target high schools and middle schools and participating in our efforts to involve parents in their child's education. Despite staffing limitations, our project is up to par with all requirements.

**EQUAL OPPORTUNITY PROGRAM AND SERVICES/
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION**

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

FINANCIAL AID

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

FOOD SERVICE

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

INFORMATION AND TECHNOLOGY SERVICES

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

LIBRARY/LEARNING RESOURCES

1. Mission:

2. Program Description:

In 2002 West Hills College Lemoore (WHCL) opened a state-of-the-art Library/Learning Resource Center (L/LRC). This 33,000 square foot building has enabled WHCL to greatly expand the services offered to the students and community. With the continuing growth of the campus this new L/LRC will be a center of both intellectual and cultural significance offering a wide variety of learning technologies and resources. These services include an automated materials catalog that is currently being upgraded to a much more powerful and dynamic system, a growing circulating book collection, reference area, group study rooms, online subscription research databases, 48 wireless laptops, 34 computers in the computer lab fully loaded with a wide range of programs, a strong tutorial program, and media services available to the faculty and staff.

3. Unit Growth Projections:

4. Future Development Strategies:

There is an increasing enrollment in Distance Learning programs (728 in 2001 to 1939 in 2004), Web enhanced courses (53 offered at WHCL), and more students are doing research on their home computers through WHCL's online resources. Because of the increasing reliance on electronic resources accessible from beyond the physical walls of the L/LRC the electronic library (e-library) is requiring large amounts of time and resources. The continued development of the L/LRC website and links to quality research websites is an ongoing and time-consuming process. The databases are an important objective for the current direction of the program. While developing the e-Library the traditional print library will also need to undergo constant evaluation and addition in order to maintain the academic values for the students at WHCL. The tutoring program remains an integral part of the services offered by the L/LRC and the needs of those seeking tutoring service continues to evolve with the expanding student population and growing curriculum offered.

5. Required Resources:

Student Identification Cards—Learning Resources (LR) currently manages and funds the creation and distribution of student identification cards. These identification cards are currently being paid for by LR and the cost is increasing due to growing enrollment. There is currently not a charge for these cards and replacement of lost or misplaced cards is an ongoing financial burden. These cards cost approximately \$5,000 a year to issue for the current student population. A new campus wide shared responsibility procedure or a fee based system needs to be implemented.

Processing/clerical supplies—As the print collection increases there is an expanding need for book processing supplies and equipment. The numerous library projects that are anticipated to continue and begin over the next three years will also require an increase in our clerical supply budget. The L/LRC budget for supplies is currently \$7,500 and does not meet the current demand. A doubling of that budget over the next three years is the anticipated needed increase.

Computer software/technology—With the Telecommunication Technology Infrastructure Program (TTIP) One Time Start-Up funds that WHCL received in 2004 many of the projects requiring technology components were funded. The 48 laptops that are checked-out for student use run exclusively off of batteries while used in the L/LRC. These

batteries need to be replaced on a yearly basis at an approximate cost of \$100 per battery for an added \$4,800 yearly obligation.

Media Services—Maintenance and cleaning supplies, along with equipment rotation replacement.

The ongoing process of technology replacement is a three-year cycle relying on the availability of funds. Within the next three years it will be necessary to replace the laptops and tutorial lab computers which have been in service since the Library/LRC opened in 2002. The approximate cost of this replacement requirement is \$112,000. The technology infrastructure is maintained by the District ITS department. A system of cascading older work-stations to areas of less needed activity in the LR department and IT manages the refurbishment to usable levels.

Technical processing—The Library/LRC is a new facility that has not yet reached its potential. There is existing space to expand a book processing area that should not require any additional facilities modification or funding.

Videoconferencing—Room 433 of the Library/LRC has been designated as an area for a video conferencing system. The approximate \$25,000 for this system will come from the one-time TTIP Start-Up funds. Beyond the installation of the system there should not be any major facilities modification.

Staffing—The Library/LRC currently has only one employee with a Master's degree in Library and Information Science. Over the next three years it may become necessary due to increased demand for services and growing enrollment to add a second professional staff member even if on a part-time basis. Book acquisitions, cataloging, budgeting, reference, bibliographic instruction, and a host of other responsibilities is overwhelming at the current levels with increases in student population expected. One-time TTIP funds were set aside to fund a 3 year, 19 hour a week position to help in the processing of books and the technical services area. Technical Services currently only has one full-time and one part time employee. Technical Services consists of the managing of student workers, circulation, and many clerical duties that keep the Library/LRC functioning. Most of the responsibilities that deal with student needs are being delegated to the student workers which are not always prepared to give the most relevant service. The goal of the Library/LRC is to provide professional services in the areas directly affecting the student and community population such as reference and bibliographic instruction. This goal is not being met at the current staffing levels.

Media Services—This department traditionally staffed one full time Media Specialist and 2 part time Media Assistants. Currently, the department is operating with temporary Media Specialist and 1 permanent part time Media Assistant. The addition of a permanent Media Specialist and a second permanent Media Assistant will greatly increase the ability to provide consistent and rapid service while keeping maintenance, servicing, and inventory control.

MAINTENANCE AND OPERATIONS

1. Mission:

2. Program Description:

Maintenance and Operations provides janitorial services, maintenance of grounds, and maintenance & repair of all facilities. Maintenance & Operations Department also administers internal and external mail systems & delivery. Maintenance & Operations Director is located on Coalinga Campus, but custodial and grounds staff are assigned specifically to the Kings County Center.

3. Unit Growth Projections:

4. Future Development Strategies:

The programs and services described above are necessary for the instructional programs to operate and are basic to the operation of the Kings County Center. As the student population grows, additional staffing will be necessary. However, all programs and services described above will continue to be managed district-wide in order to provide equitable and consistent services. This approach will also provide for maximum efficiency. The notable exception is in campus administration. The president-designate performs all the duties of a campus president while continuing to oversee administration of instructional and student services district-wide. In addition, the campus dean provides administration of day-to-day campus functions and operation.

5. Required Resources:

NAVAL AIR STATION LEMOORE CENTER

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

OFFICE OF INSTRUCTION

1. Mission:

2. Program Description:

3. Unit Growth Projections:

4. Future Development Strategies:

5. Required Resources:

OFFICE OF STUDENT SERVICES

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

STUDENT ACTIVITIES

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

UPWARD BOUND—MATH AND SCIENCE

1. Mission:

2. Program Description:

Upward Bound Math and Science is a federally funded program that provides a wide range of academic services to high school students that qualify for participant status. The program operates through a grant funded by the Department of Education and sponsored by the West Hills Community College District. All services available are free of cost to program participants. It serves disadvantaged students of low income, first generation college bound students, and individuals with disabilities. West Hills College Lemoore's Upward Bound Math and Science program serves 50 students demonstrating an academic need and/or interest in pursuing a career in math or science.

3. Unit Growth Projections:

4. Future Development Strategies:

The program started implementation on September 2003 and is funded under strict guidelines and conditions until August 2008. Program guidelines indicate that six objectives be met and evaluated for success. Our goal is to provide opportunities to eligible students and to expose them to the world of science, math, and technology. We currently serve five target high schools in our area and recruit students who are freshmen, sophomores, and juniors. They are the cities of: Corcoran, Lemoore, Riverdale, Laton, and Caruthers. Students must meet federal guidelines to qualify for the program. Participants must be United States citizens or be permanent residents; and be economically disadvantaged or be a first generation college bound student in the family. Students must also have a higher interest in the field of math or science.

A. The Upward Bound Math & Science program must identify and select 50 participants each year. These participants must meet eligibility requirements and show academic needs and interest in math or science fields. At least 67% or 33 participants will be categorized under both low-income and first generation college bound. The remainder (33% or 17 participants) can be classified as either low-income or first generation. We have currently met this objective and will demonstrate to the Department of Education a higher demand and interest from students to join UBMS.

B. Objective two specifies that 50% of junior participants score above the 50% percentile in math and/or science areas on the Standardized Testing and Reporting program (STAR). We are currently waiting on data reflecting all of our participant's scores from each target high school. The UBMS program anticipates mastery of this objective and has initiated steps towards purchasing supplemental material guides to improve student performance on next terms assessment.

C. Objective three requires that at least 75% of freshmen UBMS participants attain a 2.00 GPA; at least 75% of sophomores attain a 2.25 GPA; and at least 75% of the juniors attain a 2.50 GPA; and at least 30% of the total participants maintain a 3.00 GPA. This objective has been met and continues to be monitored on a quarterly basis. Program staff examines student performance reports and provides academic reinforcement with proper supplemental services.

D. Objective four requires that 85% of UBMS participants be retained in the program and expected to graduate from high school. This objective is being met; we currently have only one senior scheduled to graduate in June 2005 and is already enrolled at WHC Lemoore. She is currently expected to graduate and continue on with post-secondary

education. Program staff is required to track student retention and assist participants who may be facing adversity that might affect their status in the program.

E. Objective five indicates that at least 85% of graduating participants enter a program of post-secondary education each year with a major in the math and/or science field. The UBMS program is in primary stages of our second year of operation. One senior is expected to graduate in 2005 and is currently carrying a load at WHC Lemoore. The participant has intentions to continue her post-secondary education in the areas of science and technology.

F. Objective six requires that at least 40% of former UBMS participants who enroll in a post-secondary education program will graduate, or be making satisfactory progress towards completion, within six years of their enrollment with a math and/or science degree. The program will be analyzing data and tracking graduating participants and their academic progress for reporting purposes and to meet this objective. The first graduating student will enter post-secondary education with a full load in the fall of 2005.

5. Required Resources:

The Upward Bound Math & Science program has purchased sufficient supplies that are needed to operate effectively in a professional office environment. These supplies will be used throughout the academic year of 2004/2005. In the summer of 2005, a new order of supplies will be submitted and purchased to support the UBMS summer component that operates for six weeks. Program staff monitors budgets and balances the allocated funds in this category so sufficient monies are available to sustain summer supplies expenses. It will be necessary that supplies be managed cautiously due to limiting funding for the next three years. Unused supplies will be recycled for usage for the following working year.

The UBMS program is currently stationed inside a module shared by a number of other programs including the Department of Maintenance/Operations Director's office. The institution is in progress to build additional facilities to accommodate programs and their staff. A new phase of construction will begin in late October of 2004 and will be completed in the fall of 2005. During the next three years a number of construction projects will be underway and new facilities will be available by 2006.

The UBMS program has three computer systems in operation on a daily basis. They are under maintenance plans and are supported through in-kind services through the institution's technology department. The program also has copying privileges to use commercial duplicating equipment. The institution's duplication department is available for higher volumes of duplicating material. The UBMS program has purchased a database that is password driven and approved for usage by federal programs by the Department of Education. Database and technical support will be available for the next four years. Minimal maintenance is required and institutional techs are available for trouble shooting problems.

The UBMS program has recently ordered five lap top computers and ACT/SAT software that will be installed by our internal computer technicians. These computers have been purchased with maintenance agreement plans that will expire after the first year of usage. The program has also purchased 60 USB smart disc devices that will be issued to current participants and staff. They will replace the typical diskettes that are used for data storage; these devices have a capacity of 64 MB storage. Participants will be required to properly store and use these devices; instructions to properly engage and disengage devices from computer will be given during after-school tutorials.

The existing staffing includes the Program Development Assistant (PDA) and the Outreach Specialist (OS). The Director position is currently vacant and the Interim Dean of Students oversees the program directly. We are in the process of hiring four instructors in the secondary level and five tutors to work independently at the target high schools. We will continue to keep these individuals for the remainder of the program period. Necessary retraining sessions will be available upon request. The number of hours worked might decrease within the next three years depending on the financial status of the program. Due to higher expenses and pay wages, necessary steps to balance the program's budget will affect staff's wages and hours.

VETERANS

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

ADMINISTRATION OF JUSTICE

1. Mission:

Administration of Justice assists students in acquiring the philosophical, statutory, practical, and tactical experience and the background necessary to successfully compete in a technologically advancing and competitive career in the law enforcement or corrections field.

2. Program Description:

Administration of Justice--provides introductory and journey level course work for students entering local, state, federal, and private enterprise employment. An associate degree is offered with either a law enforcement or correctional science option, including courses in introduction to criminal justice, introduction to corrections, control and supervision in corrections, concepts of probation and parole, correctional interviewing and counseling, legal aspects of corrections, principles and procedures of criminal justice system, written criminal justice communication, human and community relations in criminal justice, criminal law, criminal evidence, criminal investigation, crime and delinquency and juvenile delinquency. Certification in POST and correctional officer training is also offered.

2. Unit Growth Projections:

The demand for correctional and law enforcement areas is expected to expand rapidly. Therefore, enrollment in this area should exceed average projected growth rates, particularly in the next five years.

	ENROLLMENT	FTEs	WSCH	FTEF
Fall 1999	252	28.99	869.70	2.467
Fall 2005	403	46.38	1391.40	2.467
Fall 2010	564	64.93	1947.90	2.467
Fall 2015	733	84.41	2532.30	2.467

4. Future Development Strategies:

An on-line associate of arts degree is planned to meet the demand of the employees of a large number of law enforcement and corrections agencies in the area who have difficulty attending classes taught at traditional times. Additional POST-certified skills and knowledge short-term courses (i.e. baton training, crime scene investigation) are being developed to meet the requests of local law enforcement agencies, as well as courses in corrections to meet the requirement of continued training for corrections' officers. The demand for corrections officers is projected to increase 25.9 percent in Kings County between 1995 and 2002. The large number of correctional facilities in the Central Valley requires programs to be offered at both the Coalinga and Lemoore campuses.

5. Required Resources:

Access to traditional lecture-type classrooms with modern technological features (access for laptop computers, internet and video disk equipment) and a room designated for physical training that is equipped with floor padding for weaponless self-defense and baton training is needed.

Facility (10,000 sq feet) away from the main campus for safety with five classrooms, a multi-purpose room with lockers and equipment for physical training (per Kings County Facility Planning Committee). Minimum space required is access to a standard

classroom for 40 students, as well as access to a computer lab and videoconferencing classroom. This would limit the number of students trained.

Access to internet connection, computers, interactive video disk equipment, crime scene investigation equipment, microscopes, fuming chambers, fingerprint comparator, fingerprint rolling stations and other technical devices.

ART

1. Mission:

The Art Department provides students the opportunity to develop artistic skills along with an appreciation of art.

2. Program Description:

The Art Department provides hands-on instruction at the introductory, intermediate, and advanced levels along with survey and appreciation courses. Specific courses are Two-Dimensional Design, Two-Dimensional Color and Design, Exploring Drawing, Basic Drawing, Advanced Drawing, Introduction to Painting, Beginning Painting, Intermediate Painting, Advanced Painting, Exploring Painting, Survey of Western Art: Pre-History to Proto-Renaissance, Survey of Western Art History: Renaissance to the Present, and Art Appreciation. An associate degree is offered and courses are also applicable to Liberal Arts AA degree.

3. Unit Growth Projections:

Enrollments in art are expected to increase primarily due to the expected integration of technology and the development of the graphic arts program. Recently, the drawing and painting classes have moved from an off-campus location to being on campus and thus more easily included in the schedules of our daily students.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	97	14.5	436.5	0.73
Fall 2005	146	21.90	657	1.08
Fall 2010	195	29.25	877.5	1.49
Fall 2015	245	36.75	1102.5	1.80

4. Future Development Strategies:

Expansion of the art program is expected by utilizing technology. Two- and three-dimensional computer graphics courses have been discussed. This development may allow the art program to be melded to portions of the Journalism Program (graphics) and the Theater Arts Program (Video Production and Animation) into a hybrid, new program of Graphic and Fine Arts. Staffing with another full-time faculty member in the near future is anticipated.

5. Required Resources:

Access to classroom space with chairs and large drawing tables is needed for painting and drawing classes. Other requirements would be open spaces in the room to accommodate easels and indirect lighting. Ceramic classes need a dedicated room for throwing wheels, large tables for students to work on clay projects, significant storage space to store supplies, room for kilns, and a separate room to dry and store ceramics pieces. Lecture classes would require traditional lecture type classrooms (seating, tables, indirect lighting, white boards) along with modern technology features (access for laptop computers, Internet access, monitor, VCR, ceiling projection unit, and video-disk equipment).

A lecture classroom for 50 students is needed. A ceramic lab and separate drawing/painting lab rooms would be needed. Development of a graphic arts component would require a computer lab for 20 students. Storage space is required.

Art requires specialized equipment: potters wheels, electric kiln, gas kiln, computers with related software, printers, scanners, and drawing tables.

BIOLOGY

1. Mission:

The Biology Department provides hands-on experience along with theoretical knowledge developing abilities towards a biology-related field (e.g., medicine, veterinary science, etc.). Additionally, the biology department functions to provide exposure of this discipline to the general education student.

2. Program Description:

The Biology Department provides students with a wide range of lower division classes typical of a community college. Nearly all courses within the Biology Department are transferable general education courses. Currently offered courses in the biology program are Fundamentals of Biology, Biology of the Death Valley, Biology of the Grand Canyon, General Zoology, General Botany, Human Anatomy, Human Physiology, Microbiology, and Environmental Biology. Fundamentals of Biology has been taught in both the traditional and telecourse formats. An associate degree is offered.

3. Unit Growth Projections:

The enrollment should continue to increase. The number of available lab facilities at the new campus site along with the Allied Health Programs being created should directly increase enrollment.

	<u>ENROLLMENT</u>	<u>FTES</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	190	35.57	1067	2.6
Fall 2005	304	56.91	1707	4.16
Fall 2010	399	74.70	2241	5.46
Fall 2015	513	96.04	2881	7.02

4. Future Development Strategies:

It is expected that the remodeled laboratory space will enhance and allow for expansions of course section offerings. A new course may be necessary for increased articulation with the closest four-year college. Also, an analysis of the biology course sequence is appropriate to keep in line with developments that other institutions are creating. Enrollments should increase due to the growth of the biotechnology field.

5. Required Resources:

A district standard lecture type classroom with modern technology features is required (see above). The laboratory room must be designed and prepared to be a lecture classroom, too. The laboratory would require modern technology features, also, and dedicated computers for student use. With the Collaboratory project in place, laboratory space utilization would be enhanced. Considerations of primary importance include proper chemical storage, ventilation, appropriate space to allow for the storage of biological specimens (including live specimens), significant counter space, as well as ample storage for laboratory supplies and equipment for each course. Storage methods would include cabinets, shelves, and drawers. Required equipment needing space would include refrigerators, incubators, and an autoclave. Each Collaboratory has been designed for use by any of the other science disciplines requiring a laboratory (e.g., chemistry, geography, geology, physical science, physics, administration of justice, agriculture).

A lecture room for 50 students and lab rooms with a capacity of 24 are needed. Storage space is required. A preparation room would make the facility more efficient.

computers, Internet access, monitor, VCR, ceiling projection unit, and video-disk equipment).

The Biology Department requires computers and related software, printers, Internet access, microscopes, autoclave, incubator, refrigerator/freezer, and other technical equipment.

BUSINESS ADMINISTRATION

1. Mission:

The Business Administration program is to provide all students with the opportunity to learn the fundamentals of business economy, capitalization, and free trade under the American economic system and elements of the various world economic systems. It is intended for those interested in transferring to a four-year college or university to earn a Bachelor of Arts or Bachelor in Science degree.

2. Program Description:

Under the Business Administration area, the only full program offered is a transfer level program leading to the Associate Degree. Courses offered include:

- Business 1A and Business 1B which are sequential courses paralleling similar freshmen level courses at four-year colleges/universities covering basic accounting practices and principles.
- Business 18 which is an introductory level course in Business Law specifically covering contract law. This is a common course in community colleges throughout California.
- Economics 1A and Economics 1B which are sequential courses paralleling similar freshmen courses at four-year colleges/universities covering basic economic principles.
- Computer Information Systems 7 which is a basic introductory course used primarily as a computer literacy course.

3. Unit Growth Projections:

Major changes in the way the needs of students are being addressed have occurred in the past few years. Transfer curriculum continues to be an important part of the West Hills College curriculum. The completion of the first stage of the Lemoore campus has increased the opportunities for students in the eastern portion of the district. Ethnic composition of the district has remained relative constant for the past three years even with a large jump in enrollment. Total student enrollment for the fall 2001 term was 2,433 compared to the fall of 2004 which was 3,458. Cultural issues such as the increase in minority owned businesses, growth of international trade, the capitalization of economies, and the emphasis on free trade continue to cause business to be an important area of study.

4. Future Development Strategies:

In the short term, the Business Administration program should continue to work closely with the four-year colleges and universities to ensure that West Hills College transfer business administration program meets the articulation requirements of those schools. The college has a continuous program to evaluate the content of the courses and ensure the continuity of the program.

No curriculum changes are projected for the next three years. The curriculum is based on the required under graduate courses defined by the institutions to which students majoring in the business administration program transfer.

A long term goal would be to continue the excellent relationship enjoyed with business, industry, and advisory committees to modernize the curriculum content of the courses to remain current with business and industry standards.

5. Required Resources:

No significant changes in instructional methodology are anticipated in the next three years. Individual courses in the program are expected to change as new requirements

come from business/industry and the institutions to which West Hills College students transfer.

Since the completion of West Hills College Lemoore and the modern lecture rooms that are available at the site, there have been numerous changes in instructional technology. The business instructional area has moved to embrace technology to reflect current practices in the business world, including the use of video conferencing and online delivery of the classes. Extensive use is made of interactive telecommunications classes, and online testing is rapidly becoming the norm in the transfer business classes.

No major changes are anticipated in the supplies area. It is felt that budgeting requirements for new software that will be needed in various courses within the Business Administration curriculum will be dealt with on an individual/instructor basis.

Equipment requirements for the Business Administration program are consistent with those of other lecture classes. The use of classroom facilities (e.g., tables, chairs, marker boards) are addressed by the current configuration of the various rooms. Additional needs would be in the area of computers and other technology oriented equipment. These issues will be dealt with in committees and as the campus-wide instructional entities discuss these needs.

No fundamental changes are anticipated in the facilities during the next three years.

Currently, there are sufficient faculty members to cover the classes under the Business Administration transfer program that are under the area responsibility of the Business/CIS section. Should the economics classes be transferred to Business/CIS then there would be a faculty shortage in the area.

No clerical staff has been dedicated to the Business Administration program. Instructors are responsible for their own word processing, photocopying, etc.

BUSINESS AND BUSINESS MANAGEMENT

1. Mission:

The program is committed to making the learning of Business and Business Management interesting, meaningful, and enjoyable to our students, while still providing full and adequate coverage of course topics to meet the expectations in each course's stated goals and outlines

2. Program Description:

The Business program prepares the student for entry- level positions in business management. It also provides valuable study to students interested in starting or enhancing their own businesses. Completion of the business certificates described below in addition to completing the general education and district requirements gives the student an associate degree in business.

Business Management Certificate

Bus 1AB	Beginning/Elementary Principles of Accounting
Bus 18	Business Law
Bus 29 or 32	Techniques of Mgmt/Small Bus Mgmt
Bus 35	Human Resource Mgmt

Retail Business Management Certificate

Bus 1A or 55	Beginning/Elementary Principles of Acctg
Bus 18	Bus Law
Bus 20	Introduction to Business
Bus 28	Business Communication
Bus 29 or 32	Techniques of Mgmt/Small Bus Mgmt
Bus 35	Human Resources Mgmt
CIS 7 or 67	Introduction to Computer/Computer Essentials

3. Unit Growth Projections:

The Business program is one of the largest programs of the district with 144.20 FTES for the Fall 1999 semester. This equated to 75,705 WSCH and 9.4 FTEF. Actual student enrollments were 1262. This represents an increase of 83% from five years ago. It is expected that enrollment will continue to increase with the addition of new facilities, new offerings and delivery methods. By Fall 2005, the program will generate 200 FTES. By Fall 2010, 260 FTES, and by Fall 2015, Business will generate 315 FTES.

Lemoore (Fall 1999)				
Enrollments	89.56 FTES	47,019 WSCH	6.05 FTEF	852
	Fall 2005	134.34 FTES	70,528 WSCH	

Fall 2010	270.02 FTES	141,762 WSCH
Fall 2015	683.15 FTES	358,654 WSCH

4. Future Development Strategies:

Today's lifestyle dictates the need for more immediate and convenience in learning. For the business management program, this means providing convenient online instruction, videoconferencing classes, weekend courses, and developing more short-term programs of study.

5. Required Resources:

With increased enrollment, increased program offerings, and the limitations of classroom space for business classes, it is anticipated that the division could utilize an entire business building. Instructors could have specifically designated classrooms completely configured with the technology needs spelled out above.

Classrooms with 40 student capacity should be the minimum. Computer lab stations with 30 computers and support equipment are required.

The use of technology as part of the instructional system will continue to be important. The Business Management curriculum urgently needs to make use of technology in the classroom. This might mean the use of laptops in appropriate business management courses whereby students can instantly access Internet as a classroom resource as various topics of discussion is presented. Textbook materials now come to instructors with PowerPoint lectures available. Laptop equipment, presentation equipment, Internet accessibility for instructors in the classroom is a "must" if we are to stay current and competitive in today's academia environment. Several courses have been offered in online format and others have been offered through distance teleconferencing facilities between campuses.

CHEMISTRY

1. Mission:

The Chemistry Department provides the scientific study of chemistry through theoretical and practical points of view.

2. Program Description:

The Chemistry Department provides the initial training in lower division courses, primarily transfer. The Chemistry Department is aligned to the certification standards suggested by the American Chemical Society. Current courses taught are General Chemistry I & II (for the chemistry majors), Introductory Chemistry I & II (for those going into careers requiring a chemistry background), Chemistry in the Modern World, and Basic Mathematics for Beginning Chemistry.

3. Unit Growth Projections:

Modest increases in chemistry can be expected. Even though new lab facilities will be created it is not expected to increase enrollments significantly.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	
Fall 1999	32	8.37	251	0.92
Fall 2005	38	10.04	301	1.10
Fall 2010	45	11.72	351	1.28
Fall 2015	51	13.39	402	1.47

4. Future Development Strategies:

The Chemistry Department plans to continue the strong integration of technology into the curriculum. This may evolve into a multidisciplinary certificate or program.

5. Required Resources:

Access to a lecture type classroom with district standard modern technology features is required. The laboratory would require modern technology features also and dedicated computers for student use. With the Collaboratory project in place, laboratory space utilization would be enhanced. Safety is the primary concern. Proper chemical storage methods, sizable fume hoods, shower and eye wash, and adequate ventilation are required. Sufficient storage for other equipment and supplies is also required. Storage methods would include cabinets, shelves, and drawers. Significant counter space is required in the lab room and the storage areas. Large appliance size equipment (e.g., explosion-proof refrigerator) would need to be accommodated.

A lecture room for 50 students and lab rooms with 24 capacity are needed. Storage space is required. A preparation room would make the facility more efficient.

Chemistry requires computers with relevant software, printers, scanners, Internet access, fume hoods, shower/eyewash, explosion proof refrigerator, chemical storage cabinets, and other technical equipment vital to chemistry.

CHILD DEVELOPMENT

1. Mission:

Child Development prepares students for potential employment in federal, state, non-profit, or privately owned early childhood educational programs/schools.

2. Program Description:

Child Development offers a comprehensive background in the field of child growth and development as it pertains to young children, as well as offering skills for potential employment in federal, state, non-profit, or privately owned early childhood educational programs/schools. An associate degree is offered, as well as an Early Childhood Education Certificate. This instruction results in partial qualification for a Child Development Permit from the State of California. Supervised classroom experiences are provided in the West Hills College Child Development Center. Instruction includes parenting, child development, the child, family and society, young children with exceptional needs, principles and practices of early childhood education, principles and practices of early childhood education practicum, administration and supervision of children’s programs, administration and supervision of children’s program practicum, literature and language arts for young children, creative activities, sex education for teachers and parents of young children, child abuse recognition and prevention, single parenting, health, safety, nutrition, family day care, child study and assessments, child centered guidance, personal and professional development, infant and toddler-care-giving, supervising adults working in children’s programs, domestic violence recognition and prevention, infant massage and using infant gestures.

3. Unit Growth Projections:

Due to population growth in Kings County and in particular, the building of a large day care center in Lemoore in the next year, enrollment in this program should exceed average projections.

	ENROLLMENT	FTEF	WSCH	FTEF
Fall 1999	248	40.36	1210.80	.933
Fall 2005	384	62.56	1876.80	.933
Fall 2010	526	87.71	2631.30	.933
Fall 2015	668	110.85	3325.50	.933

4. Future Development Strategies:

Additional classes in the areas of early intervention, home day care, before and after school programs are planned to meet the growing demand for early childhood teachers, assistants and administrators. The projected growth rate of preschool teachers in Kings County between 1995 and 2002 is 14.3 percent. A large preschool being planned for construction in Lemoore will accelerate the growth of this program for two to three years. All teachers in the early childhood field that receive a Child Development Permit from the state are required to continue their education. New certificates in Early Intervention and Home Day Care are in progress. Early Childhood Education is demanded at all campuses.

5. Required Resources:

A large designated ECE classroom is needed, with tables and chairs that can be moved around easily, a sink and counter, plenty of natural lighting, comfortable heating and air conditioning, and an ECE bulletin board within the room. Most ECE classes use small

group interaction and need space for class project and cleanup. Access to a child care center to provide demonstration classrooms is necessary. Expansion of the WHC Child Center to include a state preschool with the addition of two portable buildings is planned. An additional full-time faculty member is essential for this program to expand.

A large, specialized classroom is needed for 40 students. Movable tables and chairs are essential. Access to videoconferencing is necessary.

Access to videoconferencing is necessary.

COMPUTER INFORMATION SYSTEM

1. Mission:

The CIS program teaches concepts, procedures and terminology, as well as the skills and applications necessary to operate computers and network systems. A variety of delivery methods have been developed to meet student needs. The CIS program is committed to offer the most current technology certifications.

2. Program Description:

Transfer, non-transfer vocational certificate programs, and introductory courses are all offered. The CIS discipline is currently represented by a series of core courses and two options. Option 1 focuses curriculum on the Microcomputer Applications Specialist area. Option II is aimed at the Networking Industry with emphasis on Novell, Microsoft, Web Master and A+ certification training courses. Courses offered include:

Core Courses

Bus 13AB	Word for Windows I & II
or	
Bus 14AB	Word Perfect for Windows I & II
Bus 20	Introduction to Business
Bus 24	Business Mathematics
CIS 7	Introduction to Computers
CIS 19B	Database Creation and Management
CIS 34	Introduction to Spreadsheets
CIS 72	Intro to Networking
Option I	Microcomputer Applications Specialist
CIS 42	System Design and Analysis
CIS 47	Networking Technologies
CIS 65B	Web Page Creation
CIS 80	Upgrading, Repair & Construction of PCs
	Option II Computer Networking
CIS 10	Microcomputer concepts and DOS
CIS 42	System Design and Analysis
CIS 43A	Net Ware 4.X Administration
CIS 43B	NetWare 4.X Advanced Admin
CIS 45	Net Ware 4.X Install & Configure
CIS 46	Net Ware 4.X Design & Implementation
CIS 47	Networking Technologies
CIS 48	Net Ware TCP/IP Transport
Option III	Network Administrator
CIS 10	Microcomputer Concepts & DOS
CIS 72	Intro to Networking
CIS 43A	Net Ware 4.X Administration

3. Unit Growth Projections:

Fall 1999 figures show that the district’s CIS program produced 87.94 FTES. This equates to 46,168 WSCH and 7.12 FTEF. Student enrollments for CIS were 786. This represents an increase of 77.26% from five years ago. With new programs and certifications continually being added, it is expected that WSCH and FTES will continue at the current pace of 15% per year increase. By Fall 2005, the program will generate 154 FTES. By Fall 2010, 270 FTES, and by Fall 2015, 473 FTES.

	Lemoore (Fall 1999)			
	63.09 FTES	33,122 WSCH	5.08 FTEF	595
Enrollments				
	Fall 2005	94.63 FTES	49,683 WSCH	
	Fall 2010	190.20 FTES	99,858 WSCH	
	Fall 2015	291.00 FTES	152,778 WSCH	

4. Future Development Strategies:

The demand for CIS professionals in the business world creates a challenging struggle for the college to compete for quality CIS instructors. As the needs of the Information System industry of the local area increase as is expected, it is imperative that additional full-time faculty be recruited and existing faculty be continually trained to keep up with the latest changes in technology. The growth in the CIS discipline may also result in an additional support position to manage and coordinate various certification programs and industry partnerships.

The department is actively developing additional network certification programs to meet the changing demand of the information industry. Programs scheduled to come on line for the fall 2000 semester include CISCO networking administrator certification, Microsoft Certified Systems Engineer certification, and a full Web Master certification program. Courses in e-commerce are also currently being developed.

CISCO Academy courses include the following:

- CIS 80 A+ Certification Preparation
- CIS 50 Networking Essentials
- CIS 51 Router Theory and Technology
- CIS 52 Advance Routing and Switching
- CIS 53 Advance Network Management

Microsoft Certified Systems Engineer courses include:

- CIS 24 Windows 2000
- CIS 25 Administering Windows NT
- CIS 26 Network Infrastructure
- CIS 27 Administering Directory Services Infrastructure
- CIS 29 Designing Directory Services
- CIS 31 Designing Security Network
- CIS 32 Security Network Infrastructure
- CIS 33 Upgrading NT

Web Master Certification courses include:

- CIS 4 Internet Programming XML
- CIS 5 Internet Programming DHTML
- CIS 6 Internet Programming CSS
- CIS 16 Internet Programming HTML
- CIS 17 Internet Programming JAVA

CIS 17A Internet Programming JavaScript
CIS 18 Internet Programming PERL

5. Required Resources:

Enrollment increases, increased certification programs such as CISCO, and Web Master, as well as Microsoft networking, Novel networking, and the A+ certification, will result in a need for a high-end computer lab dedicated to the needs of the certification programs with adequate funding to maintain high-end status. On-site office space for faculty would enhance the security of the facility. A “setup” space, modeled after the Science Co-laboratory, would be appropriate to maintain the hardware required to “switch” the lab from CISCO, Novell, Microsoft, etc. As enrollments increase in the higher-end lab, as they will, the current practice of sharing the labs with the Office Management and introductory CIS courses will need to change and those courses moved to their own computer lab location.

Two computer labs for 30 student stations with latest in technology and support equipment. One lab for application and business management courses and one lab for high-end networking courses.

The Webmaster certificate courses will be offered through online technology. Cisco Academy certification courses will be offered online in the networking lab utilizing Cisco technology and equipment.

ECONOMICS

1. Mission:

The Economics Program is designed to support other existing majors on campus, specifically majors in business and social science. Economics courses can also be taken to partially fulfill general education graduation requirements.

2. Program Description:

There are two courses in the Economics Program. Microeconomics, Econ 1A, emphasizes American capitalism, national income concepts, employment, fiscal policy, money, monetary policy, and economic growth. Microeconomics, Econ 1B, emphasizes economics of the firm, resource allocation, current domestic economic problems, and international economics.

3. Unit Growth Projections:

The relatively slow change in the Business and Social Science programs adds no considerable impact to the curriculum process for effected faculty.

4. Future Development Strategies:

The following are a list of short term goals:

- Maintain and revise economics courses to provide students with marketable job skills specifically geared toward transferable degree requirements.
- Maintain/Revise (as necessary) current theories and trends.
- Develop new course outlines.
- Infusion of economic components into established curricula, such as agriculture, administration of justice, math, geography, etc.
- Revise curricula to implement new economic theory.
- Develop/Maintain and revise internet-based economic courses within the Business Department.

The following are a list of long term goals:

- Develop an Economics Data Repository (i.e., DVDs, videos, current research) for instructors to use in support of classroom instruction.
- Develop an Economic Development Project (EDP) which will provide students with experience completing typical business tasks. Also, businesses can commission special projects to the EDP, providing students with “real life” work opportunities while allowing the business to take advantage of collegiate expertise and current technologies. The EDP will also create a strong linkage between the Business Department and local area business and industry.

5. Required Resources:

Currently, all rooms are equipped with the latest technological devices. VCR, DVD player, sound system, ceiling mounted projection units, and internet access are available in all classrooms.

Students should be encouraged to bring a laptop to class and to use for note taking as well as class room research. All classrooms should have Wi-Fi capabilities in order to allow students to access the Internet for in-class projects. This will allow students to have the most current and most up-to-date information to carry out the given assignment.

In order to maintain our technological effectiveness, funding is needed to keep the above systems current with industry standards. West Hills College will require ongoing maintenance, updated, and replacement on a three to five year cycle of hardware and as needed cycle for the replacement of software to maintain its current state-of-the-art

status. In a further effort to maintain pace with the college's outreach program, there is an ongoing need as well as an increase in the funding for the wages of the instructors who currently provide assistance in this much needed program. This need will only grow greater in the upcoming years as the program increases in size to meet the upcoming demands. In anticipation of meeting the current demands and future demands to budget for our inevitable growth, supplies will need to be increased commensurate to the increase of the student bases for each of the departmental programs.

West Hills College will need computer projectors installed in all classrooms with both laptop and desktop access to effectively use multimedia presentation software, online programs, instructional aids as well as future technology that is currently under development.

West Hills College is the newest college campus in the state of California and all facilities are brand new. Therefore, there is no need for facility modifications at this time.

According to current statistics, there are no full time instructors teaching either Econ 1A or 1B courses. The college should utilize the full time faculty first before relying so heavily on part time instructors. As enrollments increase, the economic course load would be best served by full time faculty. Therefore, there is no need for additional full time or any part time faculty at this time.

EDUCATIONAL ASSISTANT

1. Mission:

Education Assistant provides an orientation to teaching as a profession and an opportunity to obtain practical experience by tutoring.

2. Program Description:

Educational Assistant – offers several classes at the current time. Introduction to Teaching is a three unit transferable class and Tutor Workshop is a half unit non-transfer class. Teaching Assistant—Early Childhood and Teaching Assistant—Secondary certificates are available.

3. Unit Growth Projections:

Enrollment figures are not available for this program. However, significant enrollment at a growing pace is anticipated due to the increased emphasis on teaching as a profession along with grant support.

	<u>ENROLLMENT</u>	<u>FTES</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	0	0	0	0
Fall 2005	60	6	180	0.6
Fall 2010	120	12	360	1.2
Fall 2015	200	20	600	2.0

4. Future Development Strategies:

The Education Assistant Program will likely grow to include several new courses. These courses would include CBEST training courses and an additional teaching methodology class.

5. Required Resources:

A district standard lecture classroom with a capacity of 30 is needed. This classroom must have movable chairs to allow for small group activities and be outfitted with a VCR and large screen monitor.

EMERGENCY MEDICAL TRAINING

1. **Mission:**

The Emergency Medical Training program consists of one class, EMT 1. This is a comprehensive theory and didactic class which prepares students to successfully obtain county and state Emergency Medical Services (EMS) certification. This is accomplished by providing the required academic theory, critical thinking and skills training needed for employment in the EMS career field.

2. **Program Description:**

The EMT course is a class in BLS (basic life support) management of the patient in the emergency pre-hospital setting. The symptom-based approach allows the EMT student to learn to assess and treat the present problem as well as recognize and treat any changes that may occur. The curriculum provides students with a strong experience in all aspects of the emergency medical field including employment opportunities, management and legal issues, environmental and safety issues, the medical patient, the trauma patient, equipment operation, medication, as well as the underlying principles of the emergency medical profession.

The EMT program is regulated by state and county EMS regulations. The authority to regulate the training program is delegated by the California State EMS to the local county EMS system. The EMT 1 course remains relevant and current with curriculum through mandated compliance of curriculum changes that are issued by the state EMS system.

3. **Unit Growth Projections:**

The EMT program serves primarily in three rural counties—Kings, Fresno, and Tulare—all of which have poverty and unemployment rates that are among the highest in the nation. The communities also have been designated as Health Profession Shortage Areas (HPSA), and are medically underserved. The EMT program assists in alleviating in the health care provider shortage.

Initial review of local labor market data suggests increased demand for EMTs in our service area. This is congruent with California Employment Development Department statistics that predict state-wide EMTs are expected to have “above average growth” primarily because of the rapidly expanding aging population exiting the profession as well as those in need of services. Additionally, in 2003 the Kings County Job Training Office reported that EMTs will experience “much faster than average” job growth with 33.3% projected job growth over the next two years. By comparison, the estimated job growth from Kings County is 14%.

For the last two years, enrollment has been capped at 40. However, 12-15 additional students who are aware of the cap desperately try to add the class during the first week of instruction. In keeping with local industry demand, additional classes should be advertised and offered. Additional adjunct faculty will need to be secured.

4. **Future Development Strategies:**

In the short term, EMT 1 is currently capped at 40 students. With the high level of didactic skills that must be demonstrated by students with complete accuracy, a smaller class size of 30 would facilitate more opportunity for needed skills practice and demonstrations.

In the long term, a prerequisite that includes medical terminology and human anatomy should be included for EMT 1. Additionally, it should be required that students obtain the Health Care Provider CPR certificate instead of the Basic CRP certification. The rationale for the additional course work is that students who have enrolled into the EMT 1

course with medical experience or additional course work tend to perform better than those students who have no prior experience. This is also congruent with many adult education theories that maintain that new educational experiences that are built on prior experiences have a higher incident of transfer. The rationale for the advanced CPR certification is that this level of certification is required for employment as an EMT 1.

Additionally, there was a recommendation by the California EMT I Task Force members in order to be consistent with the EMT-Basic National Standard Curriculum. The EMS Authority also recommended to the Commission on EMS to approve submission of the rulemaking file for the EMT-I Regulations to the Office of Administrative Law. If approved, notice of these regulation changes would take effect around October 2004.

The EMT 1 course is regulated by the Kings County EMS as well as the California EMS. Any core curriculum changes must be sanctioned and approved by those governing agencies. However, additional prerequisite recommendations that will aid in the successful completion of the EMT 1 program can and should be made.

5. Required Resources:

With increased demand for EMTs, there will also be an increased demand for training. Technology that could be used are video conferencing and distance education strategies to increase the theory capacity. Video taping of lectures and skill demonstrations may also be used to enhance learning as well as teaching as both students and faculty may review taped material. Instruction would be modeled after other successful distance education offerings on campus. By utilizing two-way interactive video technology that uses a multiple split screen would ensure that all students can see each other and hear each other and all students can talk to the facilitator who controls the playing of the real-time video lecture.

Needed supplies include traditional instructional and consumable skills lab materials. Also, the equipment that is currently being used and are required by county and state agencies must be maintained. However, there are two pieces of equipment that are needed and should be purchased: airway mannequins and a Kendrick extraction device.

The current EMT class is held in a portable classroom. It is anticipated that the class will be held in the new Vocational/Medical Building once construction is complete.

The EMT faculty must hold a current and valid Paramedic Certification or appropriate teaching credential. The current level of staffing consists of one adjunct faculty member who is a certified paramedic.

ENGLISH

1. Mission:

English provides skills in reading and writing, critical thinking, and scholarly techniques. Also, provides the development of English basic skills.

2. Program Description:

English – offers a comprehensive array of transfer classes (both introductory and advanced levels), non-transfer classes (to develop skill level), and basic skills classes (to provide basic remedial instruction). Courses of instruction are Composition and Reading; Literature, Critical Thinking and Writing; Literary Topics; Creating Writing; Playwriting; Creative Writing; Poetry; Introduction to Communication Skills; Intermediate Communication Skills; Adaptive Reading; Supplementary & Adaptive Language Skills; Introductory Reading; Elementary Reading; Writing Lab; Conversation Practice and Everyday English; Conversation Practice: Intermediate Level; Literacy and Sentence Writing; and Reading and Writing: Intermediate Level. Composition and Reading and Literature, Critical Thinking and Writing have been taught online.

3. Unit Growth Projections:

As a bread and butter discipline, English enrollment should increase more than most other disciplines and at a greater rate than the entire institution. Also, four-year colleges are de-emphasizing basic skills and this may result in an increase in our basic skills enrollments.

<u>ENGLISH</u>	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	461	46.1	1383	3.60
Fall 2010	968	73.8	2214	7.56
Fall 2015	1245	96.8	2904	9.72
Fall 2005	738	124.5	3735	5.76

<u>BASIC SKILLS ENGLISH</u>	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	120	20	600	1.70
Fall 2005	189	34.50	945	2.72
Fall 2010	269	44.83	1345	3.56
Fall 2015	343	57.17	1715	4.60

4. Future Development Strategies:

The discipline may expand its offerings to include 1-unit courses in specialized literary areas; e.g., Shakespeare, Emily Dickinson, John Updike, etc. Internet classes have already begun, and will undoubtedly be expanded.

5. Required Resources:

Access to a district standard lecture-style classroom with modern technology features is required. All rooms must provide apparatus for multimedia presentations, and contain an up-to-date world map.

Basic English -- Access to traditional lecture-type classrooms with modern technological features (access for laptop computers, Internet and video disc equipment) and a computer lab designed for individual study at the computer terminal. Each workstation would be equipped with a terminal and the best software available.

A lecture room to accommodate 30 students is needed.

English – requires computers and relevant software to develop English writing skills.

Basic Skills ESL will have 15 classrooms/lab and at least four dedicated office spaces for this part of the division.

ENGLISH AS A SECOND LANGUAGE

1. Mission:

2. Program Description:

ESL 120 Conversation Practice & Everyday English

ESL 120 is for students whose native language is not English and who are limited English or non-English speakers. The course includes listening and speaking practice with a special emphasis on learning to function successfully in everyday situations. (CR/NC ONLY) (NDA)

ESL 125 Conversation Practice & Intermediate Level

ESL 125 is for students whose native language is not English but who already speak and understand English. The course continues listening and speaking practice with a special emphasis on increasing vocabulary and fluency. (CR/NC ONLY) (NDA)

ESL 130 Literacy and Sentence Writing

ESL 130 is for students whose native language is not English and who are limited English speakers. The course emphasizes literacy, basic grammar, and writing at the sentence level. (CR/NC ONLY) (NDA)

ESL 135 Reading and Writing: Intermediate Level

ESL 135 is for students whose native language is not English, but who already read and write basic English. The course focuses on improving reading and writing skills, intermediate grammar, and vocabulary development. (CR/NC ONLY) (NDA)

3. Unit Growth Projections:

The 2015 projected enrollment for ESL at Coalinga is 763. It is expected that these enrollment expectations would also apply to the Kings County Center.

4. Future Development Strategies:

5. Required Resources:

Access to traditional lecture-type classrooms with modern technological features (access for laptop computers, Internet and video disc equipment) and a computer lab designed for individual study at the computer terminal. Each workstation would be equipped with a terminal and the best available software.

English as a Second Language will need access to Internet connection, computers, interactive video disc equipment, and software which teaches English grammar, composition and critical thinking skills

FOREIGN LANGUAGE

1. Mission:

Foreign Language provides the student with an opportunity to obtain skills and knowledge in writing, reading, and speaking Spanish and to learn the culture of Spanish speaking countries.

2. Program Description:

Foreign Language provides introductory and advanced Spanish classes. A four-class sequence provides transfer-level instruction in Spanish for non-native speakers of Spanish: Introductory Spanish, Elementary Spanish, Intermediate Spanish, and Advanced Spanish. A reduced sequence is available for students with limited Spanish-speaking backgrounds: Introduction to Spanish for the Limitedly Bilingual and Elementary Spanish for the Limitedly Bilingual. Other transfer-level courses offered by the Spanish Department are Spanish for Business & Public Relations, Introduction to Translating & Interpretation, and Intermediate Translating & Interpretation. A four class sequence of non-transfer classes is offered to increase Spanish speaking skills: Introductory Conversational Spanish for Personal and Professional Use, Elementary Conversational Spanish for Personal and Professional Use, Intermediate Spanish for Personal and Professional Use, and Advanced Spanish for Personal and Professional Use. An associate degree in Foreign Language—Spanish is available. Videoconferencing is a vital method of instruction for some Spanish courses that individually have low enrollments.

3. Unit Growth Projections:

Due to our location, enrollments in Spanish should grow. The development of French and American Sign Language should contribute significantly to this increase.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	127	16.34	490	1.20
Fall 2005	191	24.51	735	1.80
Fall 2010	255	32.84	984	2.41
Fall 2015	321	41.34	1239	3.04

4. Future Development Strategies:

The development of a survival Spanish course for the Administration of Justice Program has been discussed. Other courses being considered are a field trip class to California missions, French, and American Sign Language.

5. Required Resources:

Access to a district-standard lecture classroom with all modern technology features is required. Additionally, the tables and chairs should be movable enabling students to sit in rows or in groups. In the library or a learning laboratory, work areas are needed, including the availability of computers for foreign language software and materials that accompany the textbooks, CD duplication, and CD players.

A lecture room with space for 40 students would be needed. Computer lab space for 25 students to use tutorial products would also be required.

Foreign Language requires computers and relevant software and interactive video and audio, CD duplicators, CD players, VCR, and classroom monitor. Access to videoconferencing is necessary.

GENERAL AND OCCUPATIONAL WORK EXPERIENCE

1. Mission:

Work Experience (general and occupational)--assist students to develop skills and knowledge and improve self-understanding by integrating classroom study with planned, supervised work experience in the same field as their major.

2. Program Description:

Work Experience (general and occupational)--provides credit for students who are employed in positions that either develop or add to marketable skills related to the student's occupational study program. The experience of work allows the student to enhance his/her education and provides financial assistance while acquiring skills and knowledge in the workplace.

2. Unit Growth Projections:

	Enrollment	FTES	WSCH	FTEF
Fall 1999	37	4.23	126.90	3.800
Fall 2005	56	6.35	190.50	3.800
Fall 2010	75	8.57	257.10	.3800
Fall 2015	94	10.71	321.30	.3800

4. Future Development Strategies:

A full-time instructor must be added to this program to meet the growing demand for work experience credits by students who are working while attending classes. Plans for linking this program to specific courses in career success and other relevant courses is planned. Additional employers will be sought to participate in this program as well, as well as typing it to job placement after graduation.

5. Required Resources:

A classroom facility with tables and chairs for 50 students is necessary, including smaller rooms for specialized seminar topics. Additional office space for faculty and storage space for records will be required as this program expands.

A classroom facility with tables and chairs for 50 students is required, as well as smaller rooms for seminars.

Computer software system for tracking the numerous records required by the state for this program. Ability to use electronic mail by the students, CWEE Coordinator and On-Site Supervisors. An automobile, laptop computer and cell phone are required for the CWEE Coordinator.

GEOGRAPHY

1. Mission:

Geography provides opportunities for all students to discover and learn more about the people, places, and processes that make up planet Earth. The educational goal is that students leave with a better understanding and appreciation of the world around them.

2. Program Description:

Geography offers a variety of popular lower division classes: Physical Geography, Cultural Geography, World Regional Geography I and II, Introduction to Geographic Information Systems (GIS), Geography of Urban Los Angeles, San Francisco Urban Geography Field Course, Geography of California, Death Valley Field Course, and Grand Canyon Field Course. Geography Field Experience is a popular non-transfer field class. There is also the non-transfer Modern Geography class. The Geography of California class has been alternatively taught online. An associate degree is offered.

3. Unit Growth Projections:

Geography enrollments should increase at the same rate as the institution. New lab facilities will help in making this increase easier.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	164	27.33	820	1.78
Fall 2005	246	41	1230	2.68
Fall 2010	329	54.83	1645	3.58
Fall 2015	414	69	2070	4.48

4. Future Development Strategies:

The Geography Department anticipates expanding the Geographic Information Systems (GIS) offering by incorporating it with the Agriculture Department, developing more on-line courses, adding more field courses, strengthening the electronic learning capabilities, and developing the Collaboratory usage. The new Collaboratory should allow for the upgrading of the meteorology capabilities, maybe even having a reporting weather station on campus. Additional lab computers will permit more simulation and analytical experiences for the students. All courses plan to continue the work-place applications of the subject materials.

5. Required Resources:

Access to a Collaboratory lab room for both lecture and lab teaching would be a major contribution to the quality of student learning. This dual usage of the same room for both would better utilize resources (e.g. maps, computers, demonstrations). Students would use more simulations, models, and quantitative analysis tools, thus providing them with the opportunities to further develop their critical thinking skills. The planned Collaboratories (new and modified) should greatly enhance the learning environment for the students. Modern technology features are a requirement along with significant storage and counter space.

A combination lecture/lab room is needed for 24 students. Adequate storage space, counter space, and wall space (for maps) is also required. A preparation room for laboratory exercises would make for a more efficient learning environment.

Geography – requires computers and relevant software, printers, scanners, Internet access, and technical equipment necessary to instruct the geography program.

GEOLOGY

1. Mission:

Geology develops a student's understanding of the earth and its immediate solar neighbor. This program covers topics of both the physical and historical perspectives of earth to enhance the student's understanding of its significant geomorphologic aspects.

2. Program Description:

Geology offerings reflect fundamental lower division transfer needs. Two traditional lecture/laboratory classes are taught (Physical Geology and Historical Geology), three courses are primarily field trip in nature (Geology Field Course General, Death Valley Field Course, and Grand Canyon Field Course), and a Contemporary Topics in Geology course to provide laboratory and literature backgrounds for the transfer major. The field courses concerning Death Valley and Grand Canyon are cross discipline cooperative classes providing students with geographic and biological background. An associate degree is offered.

3. Unit Growth Projections:

Geology enrollments might remain low due to West Hills having no current full-time faculty member on staff. The availability of finding qualified adjunct faculty, at least in the short term, will determine class offerings and enrollments.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	23	4.60	138	0.35
Fall 2005	28	5.52	166	0.42
Fall 2010	32	6.44	193	0.49
Fall 2015	37	7.36	221	0.56

4. Future Development Strategies:

The Geology Department anticipates the incorporation of computer software into the course offerings by offering more simulations and analytical experiences. The anticipation of expanding the field courses is also a strong possibility.

5. Required Resources:

Access to a Collaboratory lab room for both lecture and lab would allow geology to use more simulations models, and quantitative analysis tools, thus providing the students with opportunities to further develop their critical thinking skills. Modern technology features are a required as well as significant storage and counter space.

A combination lecture/lab room for 24 students is required. Adequate storage space and counter space is required. A preparation room would allow for the better use of the facility.

Geology requires computers and relevant software, printers, scanners, Internet access, and technical equipment necessary to instruct the geology program.

GUIDANCE STUDIES

1. Mission:

Guidance Studies is intended primarily for students with learning or other disabilities. The aim of this course is to assist students in mastering skills for success in their academic and vocational classes. Students will practice and apply course content to their assignments from their academic or vocational classes.

2. Program Description:

Kings County Campus has two sections of GS 61 and in Coalinga there are three sections of GS 61. On the Coalinga campus, DSPS also offers a half-unit section of reading, English 70 and a half-unit section of math, Math 75. All sections are currently staffed with full-time faculty. The college also offers three non-credit courses targeted for Kings County Rehabilitation Center clients in the area of vocational and socialization skills in addition to on-the-job training.

3. Unit Growth Projections:

In the Math 75 and GS 61 classes, the current enrollment is 46. Since the DSPS program students for which these classes are designed, anticipates an increased enrollment of approximately 20% per year until the year 2015 these classes should increase accordingly.

	ENROLLMENT	FTEs	WSCH	FTEF
Fall 1999	21	2.15	64.5	.13
Fall 2005	32	3.23	96.75	.20
Fall 2010	42	4.32	129.65	.26
Fall 2015	63	5.44	163.19	.33

4. Future Development Strategies:

DSPS intends to revise the GS 61 class to incorporate more of a learning strategies approach. This would include increasing the class to a 2 units class which meets twice per week, one hour and twenty minutes each. DSPS will also add instructional components related to studies skills and adaptive technology. The non-credit classes, which are currently being housed at the Kings Rehabilitation Center for Regional Center clients, will be expanded to include other geographical sites. The college is working with Kings County Rehabilitation Center to develop similar course offerings in Coalinga.

The DSPS Director shall be responsible for a program of staff development for both the campus faculty and staff. The in-service will provide an increased awareness of the needs of students with disabilities and appropriate accommodations.

5. Required Resources:

For DSPS, Math 75 and GS 61, there will be greater use of group lectures as well as small group instruction.

In the Math 75 and GS 61 classes facility changes will be needed to accommodate greater use of group lectures and small group instruction. New facilities will also have self-contained video recorders and greater use of computer assisted instruction.

A three-year plan is being developed which will correlate current technology to assistive technology as it relates to various disabilities. New technology will be used in three ways. First for the enhanced delivery of content through videos, website development and computer assisted instruction. Second, Technology will be the focus of course content, in

particular adaptive technology for students with disabilities. And third, Technology such as e-mail, will be used to facilitate communication between students and faculty.

HEALTH EDUCATION

1. Mission:

The Health Science General program is designed for those students planning to transfer to two-year institutions to attain specific and additional training in a particular field of study such as dental hygiene, health care assistant, nursing, and radiology technician.

The Health Science Pre-Professional program is designed for students who wish to transfer to a four-year institution to pursue professional training in the areas of dentistry, medicine, nursing, and pharmacy.

2. Program Description:

Currently, HE 35 is the only course offered within the "Health Ed" structure. There are 8 sections of HE 35 within the district, all staffed with full-time faculty. There are 2 sections offered by distance learning each semester.

3. Unit Growth Projections:

The current enrollment in Health classes is 283 and 149 of those students are enrolled at Lemoore. It is anticipated that enrollment overall will almost double by the year 2015 and the expectations are the number enrolled in Health classes will also.

	ENROLLMENT	FTES	WSCH	FTEF
Fall 1999	197.00	19.81	2539.00	1.00
Fall 2005	295.50	29.72	3808.50	1.50
Fall 2010	395.97	39.82	5103.39	2.01
Fall 2015	498.41	50.12	6423.67	2.53

4. Future Development Strategies:

The long range vision is to explore new classes to provide lower division and/or survey classes for preparation in the health care and health sciences. For the short term, there is no present effort being made to expand the curriculum in this area. The classes that are in the program should continue to be staffed by full-time certificated faculty.

5. Required Resources:

In the next three years the Health Department needs the availability of multimedia and Internet technology available in the classroom. The rapid expansion of knowledge, and changing lifestyles creates a constant need for rapid access to research and educational resources.

The Health class limits average 40 to 50 at this time and additional classrooms that can accommodate these numbers and additional the classes that will needed with access to research and educational resources.

For Health classes technology can be used for effective learning through visual mediums and for effective, up-to-date research information. This information can be used to illustrate application to normal lifestyles for all ages and multi-cultural populations.

HISTORY

1. Mission:

History offers a variety of instruction to develop an appreciation of United States and world history.

2. Program Description:

History offerings include Western Europe to 1700, Western Europe from 1700, History of the U.S. 1492-1877, History of the U.S. 1865 to Present, and History of California. Several history classes (e.g., Western Europe to 1700, Western Europe from 1700 and History of the U.S. to Present) have been taught in the telecourse format recently in addition to the traditional lecture format. Also, History of the U.S. 1492-1877 has successfully been taught online.

3. Unit Growth Projections:

Enrollments should increase at least as much percentage-wise as the school since history is a fundamental discipline towards any associate degree.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	255	25.50	765	1.60
Fall 2005	408	40.8	1224	2.56
Fall 2010	536	53.6	1608	3.36
Fall 2015	689	68.9	2067	4.32

4. Future Development Strategies:

At some point Latin American History courses need to be offered to the district's large and growing Hispanic student population at West Hills College. Teaching Far East History courses in the future could also be a possibility dependent on student interest.

5. Required Resources:

History access to a district-standard lecture style classroom with modern technology features is required

A lecture room to accommodate 50 students is needed.

History – requires VCR, laser disk equipment and monitors.

HOTEL, RESTAURANT, AND CASINO MANAGEMENT

1. Mission:

Hotel, Restaurant & Casino Management assists students in obtaining the necessary competencies necessary for employment in all aspects of the hotel, restaurant and casino management industries.

2. Program Description:

3. Unit Growth Projections:

New Program just beginning this semester. The growth rate is expected to be large in the early stages of The Palace development and then slow down. Therefore, it is not expected to follow the growth trend for other programs.

4. Future Development Strategies:

In response to a partnership between West Hills College and The Palace in Lemoore, the college is developing three separate AA degree programs in Hotel Management, Restaurant Management, and Casino Management, as well as certificates in various aspects of these programs. This program expects to expand into the culinary arts area as well. The Palace plans to become a major hospitality attraction with the addition of a new casino, hotels, restaurants, a theater, bowling alley and golf course. With growth of the complex, additional needs for courses will develop.

5. Required Resources:

Classes in these programs will be held at The Palace in Lemoore based on our partnership with the Tachi-Yokut tribe and do not require on-campus facilities. However, increasing numbers of faculty will be required as these degree and certificate programs are developed.

No physical facilities are needed for these programs. All classes will be held at The Palace.

Specialized gaming tables, as well as a well-equipped kitchen for culinary classes.

HUMANITIES

1. Mission:

Humanities exposes students to Western Culture relying on an overview of religion, art, literature, drama, music, architecture, philosophy, and the changes that occur in each. Courses, ideally, focus on the past as a way to negotiate meaning.

2. Program Description:

Humanities – offers a transfer level survey course, Introduction to Western Culture, and a transfer level religion class, Introduction to Religion, providing a foundation for art, architecture, history, culture, religion, philosophy, music, drama, literature, and many more disciplines. Both classes have been instructed in the telecourse format. An associate degree is offered.

3. Unit Growth Projections:

Modest growth should occur in Humanities.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	56	5.60	168	0.40
Fall 2005	67	6.72	202	0.48
Fall 2010	78	7.84	235	0.56
Fall 2015	90	8.96	269	0.64

4. Future Development Strategies:

Since the Introduction to Western Culture class stops at the Renaissance Period, it would be ideal to develop a follow-up course continuing the same themes but incorporating “the other half.” Alternatively, if not a second course, the existing class could be re-designed to narrow the focus. A trip to the Getty Museum could be incorporated into the curriculum to extend the culture and knowledge beyond the classroom.

5. Required Resources:

Access to a district-standard classroom with modern technology features is required. Humanities courses would most benefit from being partnered with art appreciation and philosophy. While there needs to be lecture space for each, students can Profit from the visual aspects of art appreciation and the tools used in that course. Philosophy is crucial to the foundation of Humanities and would also be a possibility for joint learning space. Perhaps texts, visuals, computer-based learning, and other aides could be shared and utilized as references.

A lecture room to comfortably accommodate 50 students is needed. Preferably, there’s room to move into groups, manipulate chairs to view speakers, and easily get through the room for presentations.

Humanities requires VCR, laser disk equipment, and monitors.

INTERDISCIPLINARY STUDIES

1. Mission:

Interdisciplinary Studies provides support and enrichment courses in college success, student leadership, student government, and career planning.

2. Program Description:

Interdisciplinary Studies- offers College Success, Career Planning, Student Government and Leadership.

3. Unit Growth Projections:

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	100	6.67	200	0.62
Fall 2005	159	10.60	318	0.98
Fall 2010	224	14.93	448	1.29
Fall 2015	289	19.27	578	1.66

4. Future Development Strategies:

5. Required Resources:

Access to traditional lecture-type classrooms with modern technological features (access for laptop computers, Internet and video disc equipment) and a computer lab designed for individual study at the computer terminal. Each workstation would be equipped with a terminal and the best available software.

JOURNALISM

1. Mission:

Journalism offers high quality classes in the study of mass communication providing hands-on experiences to the students in print, broadcast, and photography. This program has supported the performing arts television production courses and the student newspaper.

2. Program Description:

Journalism offers Basic Photography and Advanced Photography to students wishing to develop their personal photography skills. An additional class, Introduction to Mass Communication, provides students with an overview of various forms of mass media including advertising and public relations. Introduction to Mass Communication has been taught in the telecourse method in addition to the traditional lecture format.

3. Unit Growth Projections:

As this program develops, enrollment should increase at a rate slightly greater than the school.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	18	3.0	90	0.35
Fall 2005	29	4.83	145	0.56
Fall 2010	38	6.33	190	0.74
Fall 2015	49	8.17	245	0.95

4. Future Development Strategies:

The imminent return of the student newspaper will require the rewriting of the Introduction to Mass Communication course curriculum to provide technical and writing support. Additional courses may also be required based upon the needs of the program and the skills of the students. The two photography courses should be rewritten to include basic digital and advanced digital photographic options allowing the courses to be taught without the necessity of a dark room. No dark room means that space will be saved and the problems of chemical disposal will no longer be a concern.

5. Required Resources:

Access to a computer lab with software and equipment specific to the field of journalism is required. This may require a computer lab dedicated to only journalism due to the nature of the platform on which relied upon software has been developed (Macintosh) that the district doesn't normally support (district now supports only PC). Students in the program, in order to be marketable upon graduation, need to have hands-on experience and be familiar with programs and equipment currently used in the industry. The digital photography classes will also have specific equipment requirements and will be taught in a computer lab (again Macintosh supported). Access to district-standard lecture style classrooms with modern technology is also required.

A computer lab to accommodate no more than 25 students. This lab would preferably have computer clusters set around the room. It is possible, if there are enough working computers at any given time, that this lab could be shared with other programs (art, English, foreign language, math). A lecture room for 50 students would also be needed.

Journalism will be built around an able, high quality computer lab utilizing industry-driven Macintosh computers, relevant software, scanners, high-quality printers, and digital cameras. Internet access is also required.

LINGUISTICS

- 1. Mission:**

- 2. Program Description:**

- 3. Unit Growth Projections:**

- 4. Future Development Strategies:**

- 5. Required Resources:**

MATHEMATICS

1. Mission:

Math offers a traditional program to develop mathematical skills for students planning to become math majors, to provide a mathematical basis of knowledge for students going into a math dependent field (e.g., chemistry, biology), to provide essential math skills to the general education student, and to nurture math abilities for those needing basic skills instruction.

2. Program Description:

The West Hills College Mathematics Department provides a full spectrum of courses ranging from developmental to advanced level mathematics. Courses are designed to satisfy the certificate, associate degree, and transfer level needs for both the technical and non-technical student. Math 61 is required for the AA degree and there is currently a statewide proposal to require proof of proficiency in intermediate algebra (Math 63) for the AA degree. Math 15 and Math 25 are transfer-level math courses that articulate with Fresno State. Our calculus sequence, Math 1A, 1B 2A, 2B, is primarily intended for transfer students majoring in mathematics, physics, chemistry or engineering.

3. Unit Growth Projections:

Enrollment in all mathematics courses has steadily increased. Factors that influence enrollment of high school students are the new facility in Lemoore and the rising cost of tuition at Fresno State and other four-year universities.

The Mathematics Department is currently expanding our online offerings. Increased computer literacy and access have made online classes an attractive alternative for many students. We currently offer online versions of Statistics, Contemporary Math and Mathematics for Life. We will be offering Math 61 online by 2005.

If the physics program is resurrected in Lemoore, we expect to see increased enrollments in our Calculus sequence and possibly the need to add sections of Math 2A/2B. At the opposite end of the spectrum, we expect robust enrollment in Math 101. This is due to both the inadequacy of secondary school math instruction and the popularity of CIS certificate programs (CIS 16 requires Math 101 as a prerequisite).

Since mathematics is a fundamental discipline and virtually all students need at the minimum successful completion of an arithmetic or algebra course, projections of future college enrollment indicate that the math department will continue to increase in size and will need another full-time instructor.

4. Future Development Strategies:

The Math Department has determined the following list as near-term goals:

- To ensure student learning outcomes are mastered in order for a student to receive a "C" or better in lower-level courses by implementing a common, objective, final exam.
- To establish an effective assessment test that accurately places students in Math 101, Math 61, Math 63 or Math 15.
- To increase the number of sections of Math 64 and to encourage enrollment in this course by increasing councilor awareness both at the college and in the area high schools.
- To establish an assessment policy for online classes that balances student convenience with the need for a reputable procedure that ensures mastery of student learning outcomes.

The Math Department has determined the following list as long-term goals:

- To obtain a site license for Mathcad software, shifting the emphasis on technology from graphing calculators to computers.
- To incorporate lab time for appropriate courses (Math 25, Math 1A, 1B, 2A, 2B). This could be accomplished by teaching these courses one day per week in a computer lab equipped with necessary software.
- To establish a drop-in lab staffed by both faculty and math tutors where students can receive help with homework and assignments.
- To expand course offerings to include upper-level courses that students can take at West Hills before transferring to a four-year university.

We must place incoming students into appropriate courses more effectively. This would go a long way in ensuring student success in lower-level courses without excessive repetition of concepts. Further, appropriate placement would increase the quality of education by allowing instructors to teach the intended course objectives without devoting excessive time to prerequisite material.

The Mathematics Department must do better at enforcing a policy of consistency across lower level courses, often taught by adjuncts. We believe that we can best achieve this goal by implementing a common final exam to assess student learning outcomes.

The Mathematics Department is including Distance Learning Addendums and Student Learning Outcomes in all of its course revisions.

In the next three years we should see an increase in the number of sections for all current courses, the additions of online versions of Math 61, Math 63, and Math 64. The reinstatement of Math 2A/2B is dependent upon enrollment and the success of the nascent Physics program.

The increasing popularity of the Liberal Studies Degree at Fresno State indicates the possible need for more sections of Math 10A/10B and the hiring of a staff member uniquely qualified to teach mathematics education courses. This will perhaps fall outside of the three-year window.

5. Required Resources:

The Internet is revolutionizing content delivery. Blackboard or a similar interface will continue to make hybrid classes attractive for both instructors and students. Students have better access to course materials, increased contact with the instructor via email and discussion boards, and access to computer graded quizzes and self-tutorials. Non-traditional students with work or family obligations can participate in “virtual group” work from home.

All computers on campus are equipped with Excel, a spreadsheet program with powerful statistical capabilities. We expect that in the near future, Math 25 will be taught with Excel rather than graphing calculator. This would, however, require one lecture per week to be held in a computer lab.

The Math Department wishes to incorporate Mathcad computer software into our Calculus sequence. Mathcad allows students to tackle problems with multiple techniques — pattern building, visualization, analysis, and modeling. This is important in college mathematics courses in which students are expected to move away from rote application of algebraic processes toward a broader understanding of how mathematics solves real problems. Fresno State and most four-year universities incorporate some CAS program into their calculus curriculum.

The cost of a 40 computer Mathcad site license is \$4,440.

Currently the department has 40 graphing calculators which we check out to students in Math 25, Math 15, and Math 1A/1B.

In the next three years no additional facilities are required.

The math department consists of four full-time faculty. Adjunct faculty typically range in number from four to six. At this point adding another full-time faculty position is not advised, but in three years time it may be a necessity.

MUSIC

1. Mission:

Music provides students with the opportunities to experience music and develop essential skills that carry over into the study and appreciation of other fields. The individual study of music, group music performance and music appreciation allow the student to understand and become part of an artistic community, reaping the satisfaction of self-expression through art and working with others toward common goals thereby providing a sense of accomplishment resulting from a fine performance.

2. Program Description:

Music offers performing courses at a variety of levels as well as courses in music appreciation. Specific courses are Beginning Piano, Elementary Class Piano, Intermediate Class Piano, Developing Class Piano, Advanced Class Piano, Skilled Class Piano, Music Appreciation, and Introduction to Music. All classes are transferable except Introduction to Music. Music Appreciation has been periodically instructed as a telecourse.

3. Unit Growth Projections:

Music enrollments should increase slightly.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	88	9.80	294	0.60
Fall 2005	132	14.70	441	0.90
Fall 2010	176	19.70	590	1.21
Fall 2015	222	24.79	743	1.52

4. Future Development Strategies:

Currently, the keyboard classes are instructed at an off campus location. Moving the keyboard class to a site on the college campus would be an improvement.

5. Required Resources:

Access to any district-standard classroom is required. Special consideration of acoustics would add to the proper enjoyment of listening to music. A dedicated room to instruct the piano class is required. This is currently taught at an off-campus location

A large classroom able to seat 50 students is required. A room sufficient for 20 keyboards would be needed. A performance hall that is acoustically designed for musical performance would be beneficial.

Music require an appropriate sound system, key boards (for piano classes) amplifiers for guitar and bass instruments will also be important.

NON-CREDIT

1. Mission:

Non-Credit provides students with non-degree applicable, non-credit courses and opportunities designed to develop skills and knowledge as preparation for credit and degree applicable coursework. Also provides specialized courses in areas of need and interest.

2. Program Description:

Non-Credit Course offers courses in GED preparation, parenting, senior fitness, sheltered workshop, and supervised tutoring.

3. Unit Growth Projections:

	<u>ENROLLMENT</u>	<u>FTES</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	166	145	4364	2.15
Fall 2005	263	232	6961	3.44
Fall 2010	370	304	9120	4.51
Fall 2015	475	392	11760	5.82

4. Future Development Strategies:

5. Required Resources:

Access to traditional lecture-type classrooms with modern technological features (access for laptop computers, Internet and video disc equipment) and a computer lab designed for individual study at the computer terminal. Each workstation would be equipped with a terminal and the best available software.

NUTRITION

1. Mission:

Nutrition provides the basic keys to correct nutrition and a healthy lifestyle. The advances in the science of nutrition and improved education concerning the effect of daily life choices on people's well being should provide a healthier future for people living in our community. West Hills is in a position to apply this knowledge through course offerings and training to the people in the community to help insure longer life spans, fewer infancy deaths and disabilities due to cardiovascular disease.

2. Program Description:

Nutrition offers one course (Basic Nutrition), sometimes offered in an alternative format as a telecourse. This course is a component of several other popular programs, (e.g., Early Childhood Education, Health Science) and can be used to satisfy our district graduation requirement.

3. Unit Growth Projections:

Enrollment figures are not available. However, nutrition is likely to benefit from the Allied Health programs and, therefore, should increase significantly.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	0	0	0	0
Fall 2005	40	4	120	0.2
Fall 2010	80	8	240	0.4
Fall 2015	120	12	360	0.6

4. Future Development Strategies:

Nutrition is directly related to food services. If a food service program is developed. Consideration of nutritional aspects of menu planning, sanitation, food safety, and food preparation must occur as important components of this program.

5. Required Resources:

Access to district-standard lecture classroom with modern technology features is required.

A standard lecture classroom for 50 students would be required.

Nutrition needs a laptop computer for instructor lecture presentations.

OFFICE MANAGEMENT AND TECHNOLOGIES

1. Mission:

The program offers a variety of options in Business, Computer Information Systems, and Office Technologies. It provides the students with employability skills and prepares them for successful employment in business and government. The program offers a flexible schedule providing enhanced accessibility by extending hours, allowing students to develop a more convenient schedule.

2. Program Description:

The Office Management and Technologies program offers a variety of options that guide students toward successful employment in business and government. Transfer, non-transfer vocational certificate programs, and introductory courses are all offered. Courses include:

Core Courses

<i>Bus 81AB</i>	<i>Intermediate Keyboarding</i>
Bus 13AB	Word for Windows I & II
or	
Bus 14AB	Word Perfect for Windows I & II
Bus 20	Introduction to Business
Bus 28	Business Communication
Bus 59	Business English
Bus 67	Filing and Records Management
CIS 34	Introduction to Spreadsheets

Clerk Typist Certificate

Core

Electives (7units) from approved list

Secretary/Word Processing Certificate

Core

CIS 8	Microcomputer Operating Environment-Windows
CIS 21	Desktop Publishing

The Office technology faculty have developed an Open Entry/Open Exit program whereby students can schedule their courses around their busy schedules. West Hills College is an authorized Microsoft Office User Specialist (MOUS) examination site. Faculty are all working to keep pace with the current trends in the modern office environment by developing new courses and methods of delivery to meet today's students needs.

3. Unit Growth Projections:

4. Future Development Strategies:

Topics covered in each class have been taken from actual business examples and as employers adopt new technologies, the Office Technology lab will need to have full-time faculty with flexible schedules willing to respond to the demands of business and industry. Certificates are being developed to provide a flexible series of courses to attain industry-desired certification which include degree applicable courses where possible to enhance student retention and articulation. The college is an authorized Microsoft Office User Specialist(MOUS) testing center. An additional Microsoft Application Certificate should be developed to enhance the Microsoft certification program. As in the past, the Office Technology program will continue to meet the needs of the college's community.

5. Required Resources:

The objective of the Open Entry/Open Exit lab is to provide enhanced accessibility to students of technological resources at times convenient with their schedules. Computer systems correct in both hardware and software as demanded by industry must be available when needed to fulfill this objective. This will require faculty, staff and computer support personnel be sensitive to, and capable of keeping pace with the communities' technological needs as related to Open Entry/Open Exit lab course offerings. However, some courses do not fare well in a learn-on-your-own environment. Courses such as Modern Office Procedures and Filing and Records Management require additional lecture time to reinforce curriculum objectives.

Large computer lab for 60 student stations and stations with the latest in the modern office technology equipment. Instructor office space in the lab for security. Small group testing/meeting room. Storage and counter space adequate to support lab facility.

Computer labs should be adequate to run the updated versions of all software running now. Also, additional software will be introduced as new courses/programs are developed. Networking should be available for printing and student folders. Adequate wiring to run networking/internet access and electrical equipment should be in place. Air conditioning and proper airflow is also an important necessity

PERFORMING ARTS

1. Mission:

Performing Arts offers a transfer-level associate degree program if the students goal is to join the workforce in one of several specialty skill areas. Options include theater, television broadcast, design, production, video, radio, performance, and touring productions. Some graduates may find their training to be an enhancement for careers such as advertising, public relations, business, law, and politics.

2. Program Description:

Performing Arts prepares students for opportunities to develop skills in performing arts as they apply to the modern world of communication and education. Future developments in communication promise even more opportunities. Courses taught are Introduction To Theater and Film Appreciation. To provide for additional opportunities, Introduction to Theater is taught in a videoconference format and Film Appreciation is sometime instructed as a telecourse.

3. Unit Growth Projections:

Videoconference will assist Performing Arts to experience minor increases in enrollment in Lemoore.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	21	2.10	63	0.40
Fall 2005	32	3.15	94	0.60
Fall 2010	42	4.22	126	0.80
Fall 2015	53	5.31	159	1.00

4. Future Development Strategies:

The Performing Arts Program expects to provide students and the community with a unique opportunity to be involved in quality multicultural theater and multi-media education program training and experience. Student internships with local TV stations and professional theaters will be encouraged. Extending partnerships with Performing Arts Departments at other four-year colleges and universities should be established to increase course articulation. A goal behind these projects is to provide a qualified cast and crew pool for regional quality community theater and television broadcasting projects. Additional course offerings to be comparable with the Performing Arts Program at Coalinga are anticipated.

5. Required Resources:

Access to a variety of different facilities is required to carry out the requirements of the Performing Arts Program. These facilities can be shared but will need to possess some individual and specialized characteristics. A multiple use 300 to 400-seat theater having a stage with flies, an orchestra pit, and other appropriate equipment is necessary. Dedicated areas for a costume shop, scenic shops (complete with the appropriate tools and safety devices), and a dance studio with mirrors would be additional space needed for the program. A television/video production studio with adequate equipment (Macintosh computers and software) is also important. Lecture classes in the program would need a district standard lecture classroom will all modern technology features.

The Performing Arts Program would need a multiple use proscenium theater (300 to 400 seats), a dance studio/rehearsal hall for 50 students, a television/video production studio computer lab for 20 students, dressing rooms, storage, a costume shop and a scenic shop. All of these features can be found in the new theater to be built at the Santa Rosa

Reservation/Indian Gaming Palace. Also, a lecture room for 40 students would be needed.

Performing Arts will require editing computers, cameras, lighting, sound and studio equipment for the television and video production program. The theater needs to be equipped with standard theater equipment.

PHILOSOPHY

1. Mission:

Philosophy works to foster critical and independent thought, and remains the central humanistic discipline. Philosophy helps students engage with large and important questions of human meaning, which encompass the questions addressed by other disciplines, and therefore is intrinsically valuable apart from any beneficial impact on a student's career. Philosophy helps students make well-grounded decisions among competing values and so offers excellent preparation for any major or profession that requires high order reasoning skills.

2. Program Description:

Philosophy offers instruction providing a foundation in philosophy for all students. Classes offered are Introduction to Philosophy, Introduction to Logic, and Ethics. Introduction to Philosophy is occasionally instructed in a telecourse format.

3. Unit Growth Projections:

Modest growth should occur in Philosophy.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	48	4.80	144	0.40
Fall 2005	58	5.76	173	0.48
Fall 2010	67	6.72	202	0.56
Fall 2015	77	7.68	230	0.64

4. Future Development Strategies:

Future program plans for the Philosophy Program is quite simple: to see that philosophy is being offered each semester in order to offer transfer students a balanced curriculum. A basic, consistent schedule must be maintained for a reasonable number of semesters to allow the Introduction of Philosophy, Introduction to Logic, and Ethics classes an opportunity to establish themselves.

5. Required Resources:

Access to a district-standard lecture classroom with modern technology features is required.

A lecture classroom to accommodate 50 students would be required.

Philosophy will utilize a computer with Internet access in the classroom. Relevant software will need to be purchased. A classroom VCR and monitor will also be important to the program.

PHYSICAL EDUCATION

1. **Mission:**

The physical education curriculum is designed to provide the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers in this field, the completion of this suggested program will demonstrate commitment to the field and provide comprehensive preparation for upper division work.

2. **Program Description:**

We have been working on implementing a Sports Medicine Program for those who wish to seek a career in Athletic Training or Coaching. We have compared our Physical Education Program with other community colleges in our area and found there are many similarities. We also understand that many of our students will go on to Fresno State University or Cal Poly San Luis Obispo, so we are making sure that our lower division courses will transfer to those institutions and not have to be taken over.

Current physical education course offerings at the Lemoore Campus are archery, aerobics, intermediate aerobic interval training, golf, soccer, jogging and power walking, weight training, community first aid and safety, and body conditioning, fitness laboratory, adaptive physical education, introduction to physical education, and fitness for youth.

3. **Unit Growth Projections:**

Since leaving Kings Court in 2002, we have had inadequate facilities to provide a quality P.E. program for West Hills College students. We have been able to get the job done by making changes in our curriculum and scheduling and by using public facilities.

Facilities and equipment will dictate what we are able to offer to our students of the future. Since we are in the second phase of building our new college we will get a facility that will serve as a temporary fitness center. It won't be until the third phase that we will get fields, gym, swimming pool, courts, etc. which will make it possible to meet the needs of the community.

4. **Future Development Strategies:**

The addition of athletics to our Lemoore campus will have a great influence in many ways. It will help us to find an identity, as well as a college environment which doesn't seem to be that well defined at this point in history. We have been able to put in men and women's soccer and golf thus complying with Title IX from the get go. As the college continues to be built and we get fields, gymnasium, pool, and courts, we will be able to put in all athletics and become part of the Central Valley Conference (including football, basketball, track, swimming, water polo, tennis, and wrestling). In the mainstream physical education classes, we will be able to facilitate an able body as well as those with physical disabilities with the planned facilities. We will also be able to present completely new alternative classes such as yoga, Pilates, water aerobics, handicapped swimming, water safety classes, and basic swimming lessons for all ages. The fields can be used to add field hockey to our present day golf and archery. Due to having a gym, we can have badminton, volleyball, basketball, and racquetball and volleyball if outdoor courts are built. Another goal would be to have a state-of-the-art adaptive P.E. program to tie in with Cal State Northridge to address the needs to the whole area. This would require a tremendous amount of commitment, finances, and outside assistance. We could easily provide a great opportunity to the students of Fresno, Clovis, Visalia, Tulare, and Corcoran which would ultimately give us the largest handicapped program in the Central Valley.

5. Required Resources:

Since we are a new college, and our building schedule does not start to put in our facilities until Phase 3 which is five years away, we cannot make any significant curriculum changes but can only increase the number of P.E. classes.

As we increase the number of classes we offer, we need to increase the amount of supplies appropriately. In some P.E. classes the supplies tend to last longer while other classes such as archery go through supplies continuously. We also require adequate facilities to store the supplies, too.

PHYSICAL SCIENCE

1. Mission:

Physical Sciences provides a general survey program for students in other majors where a general background in physical science would be supportive (e.g., K-12 school teachers). Current topics are discussed using the physical sciences to evaluate or resolve current technological and environmental issues.

2. Program Description:

Physical Sciences offers a single course, Survey of the Physical Sciences, giving students an opportunity to study the physical principles that operate throughout the universe. This class has previously been instructed in a telecourse format.

3. Unit Growth Projections:

A redesigned Physical Science course should attract higher enrollments. A key component to this is to find quality adjunct faculty to teach the class.

	<u>ENROLLMENT</u>	<u>FTES</u>	<u>WSCH</u>	<u>FTEF</u>
Spring 2000	25	5.11	150	0.35
Fall 2005	38	7.5	225	0.53
Fall 2010	50	10.05	301.50	.70
Fall 2015	63	12.65	379.50	.89

4. Future Development Strategies:

This program will experience curriculum changes permitting its improved articulation to the closest public four-year institution. However, the lack of any pre-requisites will make this course more difficult to articulate. A modest math pre-requisite needs to be considered to make the content comparable to text/course levels being offered at other institutions.

5. Required Resources:

Access to a Collaboratory lab room for both lecture and lab would allow the physical sciences program to use more simulations models, and quantitative analysis tools, thus providing the students with opportunities to further develop their critical thinking skills. Modern technology features are required along with significant storage and counter space.

A combination lecture/lab room with a capacity of 24 is required. Adequate storage space and counter space is needed. A preparation area would also make for a more efficient learning environment.

Physical Sciences requires computers with relevant software, printers, scanners, Internet access, fume hoods, shower/eyewash, explosion proof refrigerator, chemical storage cabinets, and other technical equipment vital to physical sciences.

PHYSICS

1. Mission:

Physics offers introductory classes for both physics majors and fields requiring physics (e.g., Chemistry) to establish the foundation for future study in physics.

2. Program Description:

Physics offers two different sequences of introductory physics. The algebra/trigonometry-based physics is designed for vocation/technology, life science, or pre-professional majors. The particular classes are Mechanics and Thermodynamics and Electricity, Magnetism, Optics & Modern Physics. The calculus-based physics is designed for students intending to major in any one of the physical sciences, any branch of engineering, or in mathematics. Specific classes of this sequence are Classical Mechanics, Electricity, Magnetism, & Waves, and Thermodynamics, Optics, and Modern Physics. An associate degree is available.

3. Unit Growth Projections:

It is not anticipated to offer physics in the near future.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 2003	25	5	150	.35
Fall 2005	38	7.50	225	.53
Fall 2010	50	10.05	301.50	.70
Fall 2015	63	12.65	379.50	.89

4. Future Development Strategies:

The passage of the local bond measure improves the prospect for the institution in its renewal and growth. In three to five years it is conceivable that there will be sufficient growth to merit a review of the prospect for physics. Specific internal precursors auspicious for physics would be dramatic increases in enrollments in calculus and chemistry and/or the introduction of new curricula, which require physics service courses.

5. Required Resources:

Access to a Collaboratory lab room for both lecture and lab would be required. The lab must be outfitted with modern instructional equipment as well as district standard modern technology. Sufficient storage and counter space is a must.

A combination lecture/lab room with a capacity of 24 is required. Adequate storage space and counter space is needed. A preparation area would also make for a more efficient learning environment.

Physics would require the same basic Collaboratory set-up already discussed: computers, relevant software, printers, scanners, Internet access, and other specific technical equipment required to operate a physics program.

POLITICAL SCIENCE

1. Mission:

Political Science creates civic awareness, the understanding of how political systems work, and their role in a democracy.

2. Program Description:

Political Science offers two transfer classes, Introduction to American Government and Comparative Government, providing students with additional opportunities to satisfy general education requirements. A non-transfer class, American Institutions, is also available as an alternative to the Introduction to American Government class.

3. Unit Growth Projections:

Enrollments should increase at about the same rate as the Lemoore Campus overall.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	120	12.00	360	0.60
Fall 2005	180	18.00	540	0.90
Fall 2010	241	24.1	723	1.21
Fall 2015	303	30.4	912	1.52

4. Future Development Strategies:

Staffing is sufficient at this time, but as enrollment continues to grow an additional full-time faculty member will be needed. Currently, part-time faculty meet the excess demand. Perhaps the elimination of the rarely offered non-transfer American Institutions class would be justifiable.

5. Required Resources:

Access to a standard lecture style classroom with modern technology features is required

A lecture classroom for 50 students is required.

Political Science will need classroom computers and monitors that are able to access the Internet. Various publishers are including assignments and research using the net, including the current text for the American Government class. A large screen monitor, a laser disk player, VCR, maps, and an overhead are also essential in the classroom.

PSYCHOLOGY

1. Mission:

Psychology offers students the chance to a better understanding of human behavior in the areas of biological psychology, life-span development, states of consciousness, learning, memory intelligence, personality, abnormal behavior, therapy, and social psychology.

2. Program Description:

Psychology offers a variety of transferable general education courses: General Psychology, Abnormal Psychology, Developmental Psychology, Personal Psychology, Biological Psychology, and Law and Psychology. General Psychology is currently offered as an online course in addition to the traditional lecture format. An associate degree is offered.

3. Unit Growth Projections:

The enrollment in psychology should significantly increase due to its popularity to school and the development of the psychiatric technician program.

	<u>ENROLLMENT</u>	<u>FTEs</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	221	22.1	663	1.20
Fall 2005	354	35.4	1062	1.92
Fall 2010	464	46.4	1392	2.52
Fall 2015	597	59.7	1791	3.24

4. Future Development Strategies:

The expansion of offering more online courses should be considered. Also, a dedicated full-time instructor in psychology would be beneficial to develop necessary curriculum.

5. Required Resources:

Access to a standard lecture style classroom with modern technology features is required.

A lecture classroom for 50 students is required

Psychology will best utilize a computer and a large screen monitor, VCR, and laser disk player to enhance presentations.

SOCIAL SCIENCE

1. Mission:

Social Science develops an understanding of the Black and Chicano cultures from historical and political points of view.

2. Program Description:

Social Science provides two courses to increase ethnic awareness: Cultural History of the Chicano and Cultural History of the Black American. An associate degree is offered.

Social Science 32A (Cultural History of the Chicano) deals with the cultural, social, economic, and political history of Mexican Americans living in the United States. The course outlines the general history of the Mexican people and their movement into the United States beginning in the Colonial Periods. Cultural and social changes are discussed within the framework of Mexican American history, and the economic conditions and political activism of the Mexican American community are discussed at length.

Social Science 32B (Cultural History of the Black American) deals with the cultural, social, economic, and political history of African (Black) Americans living in the United States. The course outlines the general history of Africa and the movement of African people to the United States beginning in the Colonial Period. Cultural and social changes are discussed, including the development of African American culture distinct from the African (Black) American community are discussed at length.

3. Unit Growth Projections:

The area of cultural/ethnic studies has grown dramatically in the last twenty years and is now included in virtually all universities nationwide and most community colleges. This trend is partly because of more interesting the area, and also because more people of color are attending colleges and universities. The current ethnic trends at West Hills College indicate that there is currently a demand for cultural/ethnic courses. For example, during the previous four fall semesters, African American students have comprised approximately six and a half percent of the total student population. During the same time period, Mexican American students have comprised approximately thirty-five percent of the total student population. In addition, instructors have observed students not related to the above ethnic groups enrolled in Social Science 32A and 32B. These groups include, but may not be limited to, Whites, who comprised approximately forty-six percent of the total student population during the previous four fall semesters, Filipino, Asian, and other Pacific Islanders, who comprise approximately eight percent of the total student population during the same time frame, and American Indians (Native Americans) who comprise approximately one and a half percent of the total student population over the previous four Fall semesters. Given the above data, provided by West Hills College Lemoore, the student population is very diverse. There is not only an interest in cultural/ethnic studies on the part of the students but also a responsibility to the student community to provide classes that encourage and develop cultural pride and activism.

4. Future Development Strategies:

A reasonable goal for the next ten years is to develop a cultural/ethnic studies program that would include Social Sciences 32A and B as part of the requirements. In addition, other courses such as Native American and Asian/Pacific Islander history need to be developed. Once the program is in place, these core classes in cultural/ethnic history can be expanded to include aspects of ethnic/cultural studies that may include family and gender studies and the study of world religions. A cultural/ethnic studies program would

encourage understanding and toleration among the diverse students within our student population.

The major curriculum change that will affect Social Science 32A and 32B is the removal of the title "Social Science" in favor of a "history" title and a new numbering system that does not suggest that the courses must be taken in succession (A followed by B). Once this transition is completed, research can begin on developing other courses in cultural/ethnic studies such as Native American and Asian American history. The addition of these new courses would validate the development of a cultural/ethnic studies program.

5. Required Resources:

Increased access to technology by students and instructors alike will facilitate many of the changes in instruction over the next three years. The introduction of PowerPoint presentations to the classroom will allow quicker and clearer dissemination of information to the students. The Learning Resource Center will have to become more important as universities are increasingly requiring a research component to their classes, and transfer level courses must provide instruction in proper research methodology.

The increased access to technology in the classroom will continue to enhance the teaching methodology used for Social Sciences 32A/B. PowerPoint, videos and DVD, and internet access are all readily accessible to instructors and often students both in and out of the classroom, allowing information to be disseminated clearer and allowing access to information outside of the textbooks such as documentaries, internet resources, and even popular films. All of the above technology will enhance the learning experience for West Hills College students by allowing them to access information instantly and being able to discuss it immediately within the classroom setting.

The only possible supplies needed to assist in the student learning process for Social Science 32A/B are maps, whether in paper form or electronic. The cost of the maps depends entirely upon the source they are obtained from, and can range from \$20 to several hundred depending upon the type of map needed. Currently, instructors are using their personal monies to acquire such maps as they need for classroom use, and this method does not allow for access to maps from instructors who may not have the means to acquire maps in such a way. Furthermore, maps that are the property of the institution will be available to all instructors, including adjunct and those hired in the future, rather than being available only to the instructor to whom they belong.

The equipment currently installed in the classrooms is brand new and is not in need of replacement or addition, but merely maintenance. The maintenance for such equipment is the responsibility of the institution, not the individual program.

The expected curriculum changes in Social Science 32A/B from social science to history will not necessarily require new faculty since there is currently a full-time history instructor at West Hills College Lemoore. However, once the college has created a cultural/ethnic studies program, there will be a need for a full-time faculty member to oversee the program and teach some or all of the courses included within the program. The college will need to add an additional faculty member who is qualified under cultural/ethnic/gender studies to oversee the new program once it has been created.

SOCIOLOGY

1. Mission:

Sociology presents the scientific study of human social life, groups, and societies. The goal is to teach the sociological perspective, that lives have been shaped by broad social and historical influences, that lives reflect the contexts of our social experience; to help students think critically; and to give them the opportunity to write and participate in discussions about their thoughts.

2. Program Description:

The three sociology courses offered by this department are all transferable. Only Sociology 1, Introduction to Sociology, is universally taught as a lower division class at CSU, UC, and other community colleges and is a requirement for sociology majors. Sociology 1 explains and explores the theoretical perspectives of sociology and their application to the fundamental problems of social life, and includes discussion of sociological methods and findings in such areas as family, race relations, religion, and deviance. In addition, Sociology 1 focuses heavily on the impact of globalization.

Sociology 2 or Social Problems is generally offered as a lower division course in both UC and CSU systems and is usually required for sociology majors. It is offered by all the community colleges polled (Fresno City, Hancock, Cuesta, and COS). The WHC course outline for Sociology 2 was amended to include a strong critical thinking component and is now accepted by the CSU system as a general education, critical thinking class (Area A), one of the five such courses that West Hills offers. Its title is now Critical Thinking and Social Problems. This has enable students to complete a sociology major requirement in addition to completing their critical thinking area for general education.

Sociology 3, Marriage and Family Relations, is generally offered as an upper division course at the four-year college; therefore, transferring students usually transfer it as a social science, general education course. It is still offered by nearly all community colleges polled.

3. Unit Growth Projections:

With increasing area population, college costs, and changing economy, we might expect that the college will attract and produce a large number of transfer students (120 transfer students in 2002/2003). In the post-industrial (information and service-oriented) society of which we have become, there should be an increased demand for social work, educators, public health, urban planning, child care, corrections, police officers, and other service occupations. All of these require some sociology courses, and a bachelor's degree in sociology is often the foundation for graduate work in social welfare, environmental studies, education, public health and urban planning. Therefore, we may expect enrollments in sociology courses to continue to grow.

4. Future Development Strategies:

The short-term goals for the sociology department are: 1) Continue to develop alternative instructional delivery strategies, specifically making use of the advanced computer technology and data banks by students to increase their ability to access information and to think and write critically about social issues, 2) Continue to actively recruit new students to take all Sociology 1, 2, and 3 courses and to make the courses available online, 3) Continue to recruit part-time sociology instructors who have Master's Degrees in the discipline to teach the additional sociology courses we may add due to increased enrollment, and 4) Provide funding to sociology faculty to attend sociological conferences and symposia.

Long-term goals for the sociology department are: 1) Develop additional sociology courses in order to provide a wider range of special topics classes, depending on current issues, societal needs, and on the talents and special knowledge of available staff and possibly develop and offer an AA in Sociology to our students, and 2) Offer training to our staff so that they may teach sociology in lecture classrooms using computers (PowerPoint and Internet sites) thus increasing the activity of the sociology courses.

5. Required Resources:

As facilities and teacher competency improve, computer-aided instruction will become more usual. Already texts and workbooks in sociology are incorporating electronic addresses and exercises requiring electronic data bases such as Statistical Abstracts and the Census. Easy access to computers, especially if they are in the classroom, will enable students to access up-to-the-minute information. Furthermore, instructors have the option of using PowerPoint presentations to deliver course materials.

Along with the increase in technology, we are increasing the emphasis on critical thinking skills and problem solving. For the past several semesters, students in Sociology 1 have been conducting their own social problems research projects incorporating their critical and analytical skills. In addition, students have access to data bases in our library to assist in their research endeavors.

The library continues to add new data bases for the students which will enable them to gain access to the resources needed to be successful. Students who don't have a computer can access these data bases at the college. The college does have laptops which can be checked out, in addition to computer labs throughout the college. The problem now is that many of our students do not have their own computers and must rely on those supplied by the school during hours which are limited by availability and the students' own schedules. That situation is becoming better, however, as we continue to address those needs.

Many sociology books, including some reserve copies of current textbooks, are available to students through the library. It would be easier for those students who do not have the money to purchase the books to check them out at the library.

The supply requirements at the present time are more than adequate. Each classroom has a whiteboard, the availability of a TV, VCR, DVD, and duplicating access for all instructors.

We need to be looking constantly for qualified part time teachers. During the past year, some of the instructors for Sociology 3 have not had degrees in sociology; however, they are qualified because the class falls within the hybrid social-psychology category. It would be better if we could increase the pool of part time sociology instructors with degrees in sociology rather than psychology.

Teachers for sociology classes have often been social workers or psychology majors, which is not an ideal situation, especially for the introductory course.

SPEECH

1. Mission:

Speech provides speech and communication skills for students pursuing an AA degree or are planning to transfer to a four-year college or university.

2. Program Description:

Speech provides the fundamental processes of oral communication, analysis and interpretation of literature, argumentation/persuasion, small group communication, and theoretical skills in basic communication settings. The specific courses of instruction are Elements of Speech, Oral Interpretation of Literature, Argumentation/Advanced Persuasion, Dynamics of Group Discussion, Interpersonal Communication, and Applied Oral Communication (non-transfer).

Speech 1 and 3 parallel similar freshman and sophomore courses at four-year college/universities covering theory and application of basic through more advanced public speaking (informative and persuasive), requiring student performance. Students learn research skills, organization and outlining, delivery techniques, listening and evaluation skills, and both classical and contemporary rhetorical and argument form.

Speech 1 is mandated within Area A of designated transfer courses. Because of this mandate the course is now offered each semester in day and night schedules.

Speech 3 has been offered less frequently but is occasionally offered as a choice to satisfy the mandated critical thinking requirement of Area A.

Speech 2 provides analysis and oral interpretation of literature of all genres (non-fiction, fiction, drama) to facilitate the delivery of literature to an audience.

Speech 4 provides training in effective leadership and participant discussion skills. Emphasis is on panel presentations and problem solving in small groups using critical thinking techniques, research skills, and delivery to an audience which may be the group itself or a larger group of observers. It employs both informative and persuasive communications skills.

Speech 5 provides theoretical skills of interpersonal communications in basic communication setting and student exercises using current theory in effective listening, paraphrasing, describing, feeling, decision making, perception, checking, verbal and non-verbal communication.

Speech 51 provides instruction in theory and practice of oral communication in interpersonal, public, and professional situations. It is “applied communications” in the sense that it investigates use of communication in the workplace, using video presentations from the California program for Tech Prep.

3. Unit Growth Projections:

Speech should see a significant increase in enrollments due to a concentrated effort to staff a full-time faculty member to only teach in the discipline. Redesigned curriculum should propel this program into higher enrollment figures.

	<u>ENROLLMENT</u>	<u>FTES</u>	<u>WSCH</u>	<u>FTEF</u>
Fall 1999	138	13.8	414	1.00
Fall 2005	207	20.7	621	1.50
Fall 2010	277	27.7	831	2.00

Fall 2015	349	34.9	1047	2.50
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4. Future Development Strategies:

Since Speech 1 is mandated for transfer degrees, not much needs to be done to increase enrollment. The speech program is not a major, so the primary goal of the program should remain to produce students who think critically and creatively and who communicate clearly and intelligently in their personal and professional lives. As such, it supports all WHC disciplines.

A reasonable near term goal, however, is to develop a course in organizational communications to accommodate a primary and current emphasis in American businesses and other professions.

As a long term goal the Speech Department would benefit by developing a dedicated classroom for speech courses that includes: appropriate space for public speaking podium, group discussion semicircles, and interpersonal dyadic groupings; appropriate audio-visual equipment, e.g., VCR's camcorder, overhead projector, flip charts, screens, slide projectors, etc., as well as adequate board space. For advanced courses, develop easy-to-use tape and video recording systems.

A separate long range goal would be to accommodate the needs of our intercultural/multicultural population by developing speech courses in voice and diction.

When thinking "differently", the college should market Speech 4 as adjunct to business major, Speech 3 as adjunct to political science students, and Speech 5 as adjunct to psychology and corrections programs. Also, Speech 51 is not the same course it was when the previous unit plan was developed. It now seems to be needed less as a college course than as a college-prep class within the Upward Bound Program.

5. Required Resources:

Any one of the speech courses could be adapted to video conferencing, even those with performance mandates. However, it might be advisable to start with Speech 5, which may require some group work on either end and then joint sharing of group outcomes, but is essentially a lecture/discussion class. Perhaps students who have gained some confidence through Speech 1 could handle a video conference version of Speech 3—one that may have too low enrollment on one campus and have participating students from another college location.

A more current inventory of famous speeches needs to be purchased. If current speeches on video and other application tapes were purchased, the approximate cost could be as high as \$500. The college may be able to set up exchanges with CSUF once a joint campus has been established. Also, CSUF's audio-visual department has facilities and staff to record extra-current speeches for classroom use within hours.

The college should become aware of software available for computerized teaching in areas of organizational and research skills. This would leave more time for instructors to work with actual speaking skills development in Speech 1,3, and 4.

Current instructional staffing in Lemoore includes 4 speech instructors who are also occupied in other disciplines (English, philosophy). Also, no clerical staff has been dedicated to speech department service. Most instructors are responsible for their own word processing, photocopying, etc.