



Participatory Governance and Integrated Planning Manual

2018

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Mission

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

Vision

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

Values

1. Improve success, retention and persistence of all students by improving transfer rates and the number of certificates and degrees awarded.
2. Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends
3. Support and strengthen Career Technical Programs through research and sustained interaction with the business community.
4. Develop new and strengthen existing external collaborative relationships and partnerships.
5. Advance a learning college culture that promotes a passion for learning, builds leadership and civic engagement across all stakeholder groups.
6. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.

Introduction

West Hills College Coalinga's Participatory Governance and Integrated Planning Manual documents the college's decision-making processes and governance structure, which emphasizes the contributions students, faculty, staff, and administrators make towards the institution's fulfillment of its mission, vision, and goals. West Hills College Coalinga supports the philosophy that the inclusion of differing perspectives in decision-making and leadership are essential for effective institutional planning and continuous quality improvement.

College processes have been established to provide for the effective participation of students, faculty, staff, and administrators in order to engage a robust, college-wide dialog which focuses on solving complex problems that address student needs and the institution's relentless pursuit of student success. Each constituency group, committee, and council holds regular meetings where issues are discussed and information conveyed. Students, faculty, staff, and administrative representatives on each committee or council convey information to and from their constituency groups in order to provide feedback and input at all levels. Discussions on significant issues are often presented bi-annually at the President's Forum and at all college meetings.

The Classified School Employees Association, Academic Senate, and Associated Student Body have procedures in place to select representatives to serve on campus and district decision-making committees. Representatives from the constituency groups are voting members on campus councils and committees. The College Council serves as the top-tier decision-making committee on campus and makes formal recommendations on policies, procedures, and budgetary allocations to the Chancellor and the Board of Trustees.

Integrated Planning

Purpose

West Hills College Coalinga's integrated planning process is a comprehensive and collaborative method for facilitating the college to efficiently achieve its mission and to progress toward the achievement of its goals. The Participatory Governance and Integrated Planning manual outlines West Hills College Coalinga's integrated planning process in order to ensure college internal and external stakeholders are engaged in this comprehensive process towards identifying and prioritizing goals and the implementation required to achieve stated goals. Further, the process also recognizes the importance of the evaluation cycle in order to base future decisions on practical data. West Hills College Coalinga embraces its integrated planning processes in order to make informed decisions about resource allocation. Results of the integrated planning process are documented in the college's strategic plan and educational master plans.

Planning Process

West Hills College Coalinga's planning process is grounded in its mission, vision, goals, and institutional learning outcomes. This data drives the development of the college's annual strategic priorities. West Hills College Coalinga's planning process is comprehensive and utilizes the participatory governance structure which is designed to be inclusive of all constituency and stakeholder groups. Ultimately, a large number of individual program plans are integrated into an overall all College Plan. These include:

- District Strategic Plan
- District Distance Education Plan
- District Technology Plan
- District Marketing Plan
- College Supplemental Strategic Plan
- Educational Master Plan
- Facilities Plan
- Integrated Plan
- Disabled Students Program and Services Plan
- Program Reviews (Instructional and Non-Instructional)

Multiple sources are used to inform and guide our integrated planning process. These include:

- WHCCD Board of Trustees Goals
- WHCCD Strategic Priorities
- College Goals
- College Strategic Priorities
- Environmental Scans
- Advisory Committee Actions and Recommendations
- Student Engagement Surveys
- Student Learning Outcomes Assessments
- Program Learning Outcomes Assessments
- State and Federal Mandates

Integration of SLOs/PLOs/ILOs

Course, program, and institutional learning outcomes are linked through regular program reviews and institutional outcome evaluation. Data on the assessment and evaluation of course level outcomes, instructional and student support program outcomes, and institutional outcomes are tracked and housed in the college's eLumen site. Faculty, administration, and staff use the results obtained through comprehensive assessment as part of the integrated planning process. Once course, program, and institutional outcome assessment data has been collected, the analyses are presented to the College Council where extensive discussions regarding the results occur. Constituency groups provide feedback on changes that might be incorporated to improve student learning. For academic programs, course and program level data is updated and incorporated into the program review process. To assist in the identification of potential gaps, faculty discuss supplemental research requests to provide further information. For student services, program outcomes are focused on those that support student learning, and relevant issues are brought forward to the College Council in order to ensure the college is meeting the needs of students both in and out of the classroom. College-wide data is regularly presented to the campus and to committees through the participatory governance structure, as well as President's Forum and professional development days.

Program Development and Viability

Administrative Procedure (AP) 4021 outlines the process of program discontinuance and/or expansion. Specifically, "Program discontinuance and/or expansion discussions can be initiated

through the college's curriculum review process as well as through the college and district's planning and governance councils, including but not limited to Academic Senate, President's Executive Cabinet, Planning and Governance Council, Board of Trustees, as well as the individual learning areas and/or departments, the Office of the President, Vice President of Educational Services, and/or Vice President of Student Services." The administrative policy can be found at the West Hills Community College Board of Trustees website.

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Integrated Planning Cycle

Date	Item	Responsible for Submitting to College Council
1 st Review October 2 nd Review November Sanction - December	Update Integrated Planning & Governance Manual	Governance Manual Subcommittee
September – 1 st Meeting in Fall	Review Integrated Planning Cycle	College Council
March (Informational Only)	ACCJC Annual Report	Institutional Effectiveness and Accreditation Council
1 st Review – Feb. 2 nd Review - March	Review Budget Allocation List	Budget Committee
Final Approval - April	Budget Allocation Recommendations to President	College Council
Review Only December/ May	Informational – Approved Program Reviews	Program Review Committee
Monthly	Board Policies and Administrative Procedures	College Council
Annually - October	Review of Strategic Plan(s) – Benchmark Data	College Council
Bi - Annually (odd years) – November (2019)	Review of Strategic Plan(s)	College Council
Annually - April	Review of College Mission, Vision, Goals	College Council
Annually – April/May	Committee Evaluations	Institutional Effectiveness and Accreditation Council
Annually - September	Review ILO Data	Outcomes Committee
Annually	Review District Benchmarks (Scorecards & IEPI)	Institutional Effectiveness and Accreditation Council
Annually – October BOT Approval November	Review of Integrated Student Success and Basic Skills Plan	BASE
Annually – September	Review of Student Equity Data	College Council
Annually – February	Review ADA Plan	Infrastructure Committee
Annually - February	Review Facilities Master/Scheduled Maintenance Plan	Infrastructure Committee
Annually – May	Review Educational Master Plan Outcomes	College Council
February	Staffing Plan	College Council
Biannually	Facilities Plan Revision	Infrastructure Committee
Every Three Years – July 2021	Strategic Plan Revision	College Council
Every Five Years	Educational Master Plan Revision	College Council

Integrated Planning Cycle Diagram



Participatory Governance

California Education Code §70902 (b)(7) requires the Board of Governors to establish regulations to “ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Participatory governance reflects the commitment of students, faculty, staff, and administrators to work collectively to strengthen and enhance the college’s ability to meet its mission and realize its goals through mutual respect for the contributions that all of its members bring to the college.

Decision makers; whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible.

Participatory governance is based upon individuals having a voice in decisions that affect them. Participatory governance is carefully planned, instituted and evaluated. It is designed to lead to effective participation in decision-making that unites constituencies, produces an improved college environment, and draws upon the strength of diversity. Participatory governance includes the structures and processes for decision making that engage students, staff, faculty and administrators in reaching and implementing decisions that further the primary mission of the college: to educate students.

Mutual trust, honesty, open agendas, equity, and respect for differing views is essential for participatory governance. Open communications and feedback from all constituencies is critical. All parties commit to and take responsibility for fostering and maintaining an environment in which participatory governance can occur, as well as being well informed regarding issues.

Roles and Responsibilities of Stakeholders in Participatory Governance

The stakeholders in West Hills Community College District participate in participatory governance as described in the California Code of Regulations and WHCCD board policies and administrative procedures.

Role and Responsibilities of the Governing Board, Chancellor, and President

California Education Code, Division 7 EC§ 70902 defines the Role of the Board of Trustees. “Every community college district shall be under the control of a board of trustees, herein referred to as the ‘governing board.’ The governing board for each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with the law.”

California Education Code §70902(d) states, “the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district’s chief executive officer or any other employee or committee as the governing board may designate.” The West Hills Community College District Board of Trustees empowered the district chancellor as their designee in Board Policy 2430. As stated in Administrative Procedure 2431, “The district is represented by the Chancellor and each college is represented by a President. Working in partnership with the colleges and District governance processes, the Chancellor and the Presidents define policy

standards for college operation which are recommended to the Board by the Chancellor for adoption.”

Role and Responsibilities of College Constituent Representatives

West Hills College Coalinga’s governance structure encourages representation from four constituencies: Students, Faculty, Staff, and Administration. Additionally, other individuals or groups not represented may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda. These requests may be sent directly to the West Hills College Coalinga President’s office at 559-934-2200.

Primary responsibilities of representatives are as follows:

- Prepare for and attend all meetings.
- Communicate directly with constituency group in which the member is representing. This includes keeping respective constituency group informed of all agenda items and minutes. Representatives must also be prepared to vote on behalf of their constituency group.
- Contribute to informed decision-making by reviewing all required materials and resources.

Constituency Groups

Administration

Consists of a president, an executive vice president, deans, associate deans, directors and managers. Administrators participate in decision-making processes by providing opportunity for administrators across campus to discuss issues pertinent to college decision-making and administrative duties, including accreditation, strategic planning, budget, and the review of policies and procedures.

Academic Senate

The Academic Senate shall be the representative body of the West Hills Community College District, established for the purpose of participating in the decision-making process and to ensure faculty have the primary responsibility over academic and professional matters. The Academic Senate is comprised of a President, Vice President, and Secretary which make up the executive committee. One (1) Senator is voted on to represent each learning area. The learning areas have been developed by the Academic Senate. Learning Areas group related disciplines together so that faculty collaborates on all curriculum, program reviews, committee representation, and student learning outcomes. The learning areas are as follows:

- Allied Health: Health Science, Psychiatric Technician
- Arts and Letters: Art, Communication, English, English as a Second Language (ESL), Guidance Studies, Performing Arts
- Career Technical Education (CTE): Administration of Justice (AOJ), Agricultural Industrial Sciences, Business, Computer Information Systems (CIS), Child Development
- Student Services Faculty: Counselors and Librarian
- Math/Science/Kinesiology: Biology, Geology, Math, Physical Science, Physical Education, Kinesiology, Intercollegiate Athletics
- Social Science: Geography, History, Humanities, Philosophy, Political Science, Social Science

The Academic Senate meets bi-monthly. Terms and other procedural information can be found in the Academic Senate by-laws.

Classified Staff

The California School Employees Association (CSEA) serves as the representative body for all classified employees of West Hills College Coalinga. Through this association, classified staff are represented in the college's governance and decision-making processes. CSEA meets monthly.

Students

The Associated Student Body (ASB) plans, organizes, promotes, sponsors, and finances student activities for all West Hills College Coalinga students, including students who attend classes at the college's North District Center in Firebaugh, CA. ASB represents students in the college's governance and decision-making processes. Further, ASB organizes special events for student enrichment. ASB meetings are held semi-monthly.

Committees

West Hills College Coalinga actively encourages collaborative input in planning and decision-making through the participatory governance process from all levels of the college community including faculty, staff, students, administrators, and external stakeholder groups. The college values equity, diversity, creativity, and innovative thought. There are a variety of ways for interested parties to become involved in affecting the college's impact on the communities it serves.

Meetings and Actions

The agenda of each meeting shall be posted at least 72 hours in advance of the meeting. All meeting minutes will be posted following approval of the council. The latest edition of Robert's Rules of Order shall be the authority on parliamentary procedure in all college committee meetings where it applies. The chair or his/her designee and a simple majority of the members of the council shall constitute a quorum. Each committee shall attempt to achieve consensus for any and all actions. When consensus cannot be reached, a majority of members shall determine the recommendation. The process for presenting items first for information, then for action at a subsequent meeting shall be followed. In regards to board policies and procedures, the College Council will have 60 days in which to complete the review and approval process of board policies and administrative procedures at the college level and submit final comments, recommendations or actions taken with regard to the policy/procedure to the Chancellor's Office (see Administrative Procedure 2410). Allowance will be made for suspending this process when deemed appropriate by a majority.

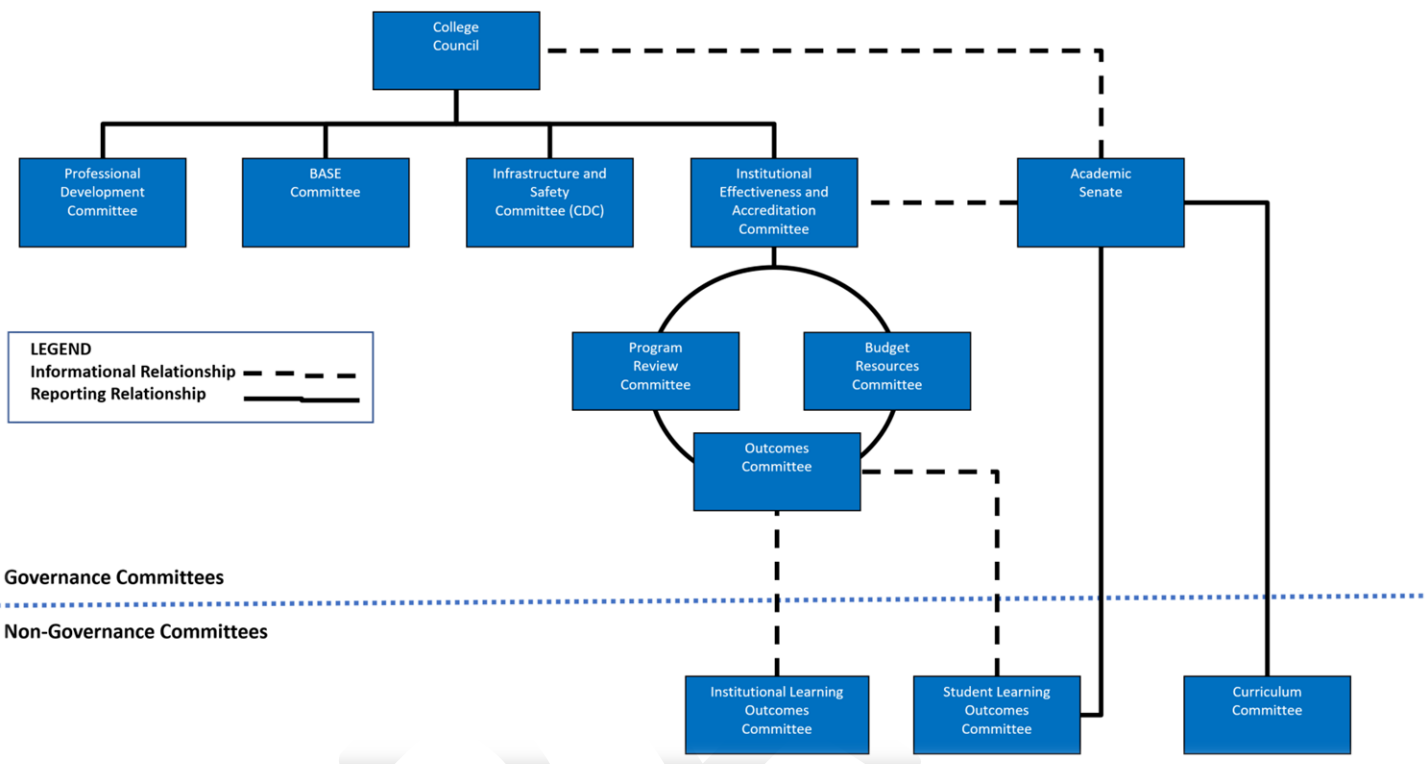
Evaluation of the Participatory Governance Process

Evaluation of the participatory governance process is conducted through the Institutional Effectiveness and Accreditation Council. This ensures that regular review of the process, procedure, and results of integrated planning is conducted throughout the governance structure of the college to increase institutional effectiveness. Further, each committee is responsible for conducting a self-assessment to determine how committees are functioning at the local level. Each council and committee has now completed one full evaluation cycle and has analyzed the data at the committee level. Representatives on each council report these findings to their constituency groups. This information also gets reported to College Council, which is the highest collaborative council for the college. This council focuses on planning, resource allocation, and institutional effectiveness. College Council receives recommendations made by other college councils and committees through their College Council representatives on items identified to have potential for college-wide implications or impact. Representatives on the College Council are responsible for communicating recommendations and collecting feedback on behalf of their constituency groups.

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College Participatory Governance Process

WHCC Governance Structure Spring 2017



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College Governance Committees

Academic Senate

Description/Mission/Charge:

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

The Academic Senate is the representative body of the West Hills College Coalinga, established for the purpose of participating in the decision-making process, to ensure faculty have the primary responsibility over academic and professional matters. Learning Areas are developed and group related disciplines together so that faculty collaborate on all curriculum, program reviews, committee representation, and student learning outcomes.

Governance Integration:

Describe how the committee contributes to, and advances, a college culture that embraces:

1. Planning
2. Outcomes
3. Resource Management
4. Professional Development

In compliance with Title V, Article 2 Section 53200, the Academic Senate makes recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

- (1) Curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) Degree and certificate requirements;
- (3) Grading policies;
- (4) Educational program development;
- (5) Standards or policies regarding student preparation and success;
- (6) District and college governance structures, as related to faculty roles;
- (7) Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) Policies for faculty professional development activities;
- (9) Processes for program review;
- (10) Processes for institutional planning and budget development; and
- (11) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Outputs:

Reports, Output documents, products, etc.

Delegation of curriculum matters, student learning outcomes and academic program review. Recommendations regarding policy and procedure. Resolutions on academic and professional matters.

Membership:

- # – Chair(s)
- # – Administrators
- # – Faculty
- # – Classified Employees
- # – Students

- 1-President (Non-Voting)
 - 6-Full-time faculty representative from each Learning Area:
 - Allied Health
 - Arts and Letters
 - Career and Technical Education
 - Math, Science, and Kinesiology
 - Social Science
 - Student Services Faculty
 - 1-Secretary (Non-Voting)
-

Membership Terms:

Two years

The length of term for each committee member and the chairperson's term.

Meeting Frequency:

Every two weeks

Every two weeks, once a month, etc.

Portal Site and Relevant Links:[WHCC Sharepoint Portal Page](#)[BoardDocs](#)[West Hills College Website](#)

Reporting Relationship:

Committee/Council that this body reports to.

Governing Board but is an integral delegate throughout the participatory governance structure

Month of annual self-evaluation:May

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Basic Skills and Equity Committee (BASE)

Description/Mission/Charge:

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

The purpose of the Basic Skills & Equity Committee is to provide support, recommendations, and coordination of integrated efforts to increase student success and access by strengthening and improving the delivery of instruction and services for students. The BASE Committee is also responsible for designing, implementing and monitoring student success initiatives and activities with an emphasis on our disproportionately impacted and basic skills populations.

The committee reports and makes recommendations to the College Council concerning the planning, coordination and delivery of instruction and services with consultation of shared governance committees.

Governance Integration:

Describe how the committee contributes to, and advances, a college culture that embraces:

1. Planning
2. Outcomes
3. Resource Management
4. Professional Development

The BASE Committee develops and recommends institution-wide actions to improve progression and success of students. The committee develops, reviews, and revises long and short range integrated planning of student success initiatives to align the WHCC plans. BASE provides a forum for cross-disciplinary examination of evidence-based practices and student equity principles, and promotes dissemination of effective best practices. The BASE Committee also makes recommendations for the allocation of BSI, SE, and SSSP resources.

BASE works with Institutional Effectiveness and Accreditation Committee (IEAC), Guided Pathways sub-committee, and the College Council Committee to develop and implement an integrated planning process that leads to student success. The committee works with campus stakeholders to ensure the sustainability of various initiatives and on-going activities related to the integrated plan and Guided Pathways framework.

Outputs:

Reports, Output documents, products, etc.

1. Promote campus-wide student equity efforts through professional development.
2. Produce an annual report on campus-wide activities related to the Integrated Plan.
3. Produce an annual report on Guided Pathways Framework updates.

Membership:

*# – Chair(s)
– Administrators
– Faculty*

- 2-Administrative Co-Chair
 - 1-Faculty Co-Chair
 - 4-Classified
-

– Classified Employees
– Students

1-Faculty (NDC)
5-Faculty (Coalinga)
1-Academic Senate Representative
2-Management Representatives
1-Community Representative
1-Administrator
1-Institutional Researcher
2-Students

Membership Terms:

The length of term for each committee member and the chairperson's term.

One Year

Meeting Frequency:

Every two weeks, once a month, etc.

Monthly

Portal Site and Relevant Links:

Integrated Plan:
<http://www.westhillscollge.com/coalinga/about/integrated-plan.php>
Portal Site:
<https://my.whccd.edu/committees/BASE/Pages/default.aspx>

Reporting Relationship:

Committee/Council that this body reports to.

College Council

Month of annual self-evaluation:

May

Budget Resources Committee

Description/Mission/Charge: The West Hills College Coalinga (WHCC) budget resources committee is the governance committee that supports the college mission, goals, and values through the evaluation of data relevant to the college annual planning process for determining allocation of resources. The charge of the budget committee is to advise on the development of resource allocation policies and timelines, receive and review new resource proposals from programs and learning areas, and make budget recommendations to college council. The Budget committee will make recommendations on staffing, instructional equipment, instructional supplies, facilities, and other needs related to the overall success of WHCC students.

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

Governance Integration: The WHCC budget resource committee works with Program Review, Basic Skills and Equity Committee, and College Council committees to develop a process of inclusion that allows for allocation of resources aimed at student success. The committee is tasked with reviewing and making recommendations of allocation of resources to college council to ensure that student equity and student success goals are met.

Describe how the committee contributes to, and advances, a college culture that embraces:

- 5. Planning
- 6. Outcomes
- 7. Resource Management
- 8. Professional Development

Outputs: 1. Provide a timeline for budget development that takes into consideration district and state budget deadlines.
2. Annually review and modify the set criteria and process for allocation of resources.
3. Conduct professional development that will allow all employees to understand the resource allocation process.
4. Produce an annual report of funded and unfunded requests.

Reports, Output documents, products, etc.

Membership: 1-Chairperson
4-Administrators
3-Faculty
2-Classified Employees

– Chair(s)
– Administrators
– Faculty
– Classified Employees
– Students

Membership Terms: Two Years

The length of term for each committee member and the chairperson's term.

Meeting Frequency: Monthly

Every two weeks, once a month, etc.

Portal Site and Relevant Links: <https://my.whccd.edu/committees/whcc-budget-committee/default.aspx>

<http://www.westhillscollge.com/district/departments/business-services/budget.php>

Reporting Relationship:

Committee/Council that this body reports to.

College Council

Month of annual self-evaluation:

September

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College Council

Description/Mission/Charge: Description

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

Governance Integration: Governance Integration

Describe how the committee contributes to, and advances, a college culture that embraces:

9. Planning
10. Outcomes
11. Resource Management
12. Professional Development

Outputs:

Reports, Output documents, products, etc.

Membership:

- # – Chair(s)
- # – Administrators
- # – Faculty
- # – Classified Employees
- # – Students

Membership Terms:

The length of term for each committee member and the chairperson's term.

Terms

Meeting Frequency:

Every two weeks, once a month, etc.

Meeting Frequency

Portal Site and Relevant Links:

Reporting Relationship:

Committee/Council that this body reports to.

Reporting Relationship

Month of annual self-evaluation:

Month of Self-Evaluation

WHCC Infrastructure & Safety Committee

Description/Mission/Charge:

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

To function as the coordinating unit for all facilities development, facilities maintenance, and safety issues in accordance with the college mission, vision, and strategic plan.

Governance Integration:

Describe how the committee contributes to, and advances, a college culture that embraces:

1. Planning
2. Outcomes
3. Resource Management
4. Professional Development

By providing and maintaining the appearance, accessibility, safety, technology and cleanliness of current a future facilities which contributes to an inviting, engaging and competitive educational environment. WHCC Infrastructure Committee will engage in thoughtful and equitable decision-making for the appropriate use of its facilities and technology as they relate to our diverse student, college and community population.

Outputs:

Reports, Output documents, products, etc.

Annually review make and recommendations to: Maintenance Plan, Education Master Plan, Campus Safety, and Emergency Preparedness Plan.

Membership:

– Chair(s)
– Administrators
– Faculty
– Classified Employees
– Students

1-Chair
2-Faculty Representatives
2-Administrative Representatives
2-CSEA Representative
2-Student Representatives

Membership Terms:

The length of term for each committee member and the chairperson's term.

Two years

Meeting Frequency:

Every two weeks, once a month, etc.

Once monthly during the academic year. The months of June and July the committee will meet for informational purposely only.

Portal Site and Relevant Links:

<https://my.whccd.edu/committees/whcc-infrastructure-committee/default.aspx>

Reporting Relationship:

Committee/Council that this body reports to.

College Planning Council

Month of annuals self-evaluation:

February.

Institutional Effectiveness and Accreditation Committee (IEAC)

Description/Mission/Charge: Description

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

Governance Integration: Governance Integration

Describe how the committee contributes to, and advances, a college culture that embraces:

13. Planning
14. Outcomes
15. Resource Management
16. Professional Development

Outputs: Outputs

Reports, Output documents, products, etc.

Membership:

- # – Chair(s)
- # – Administrators
- # – Faculty
- # – Classified Employees
- # – Students

Membership Terms: Terms

The length of term for each committee member and the chairperson's term.

Meeting Frequency: Meeting Frequency

Every two weeks, once a month, etc.

Portal Site and Relevant Links:

Reporting Relationship: Reporting Relationship

Committee/Council that this body reports to.

Month of annual self-evaluation: September

Outcomes Committee

Description/Mission/Charge:

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

The Outcomes Committee is committed to an ongoing monitoring, reviewing, evaluating, implementing, and revising a cohesive framework for assessment throughout the college in accordance with the accreditation standards, the college's mission, vision, and goals.

Governance Integration:

Describe how the committee contributes to, and advances, a college culture that embraces:

1. Planning
2. Outcomes
3. Resource Management
4. Professional Development

The Outcomes Committee ensures that transfer, career/technical, and basic skills programs and courses, as well as support services and administrative units, provide instruction and services under an assessment framework that leads to student success. Additionally, the committee assures that quality outcomes are developed and utilized to improve programs and services.

Outputs:

Reports, Output documents, products, etc.

Recommendations of institutional wide changes with regards to SLOs, AUOs, SSO, and ILOs; Approval of AUOs and SSOs; Institutional Learning Outcome (ILO) data to College Council; and SLO data for ACCJC reports to IEAC.

Membership:

*# – Chair(s)
– Administrators
– Faculty
– Classified Employees
– Students*

1-Faculty Chair (SLO Coordinator)
1-Institutional Learning Outcomes Chair
1-Administrative Unit Outcomes Coordinator
1-Student Service Outcomes Coordinator
1-Program Review Representative
1-Budget Committee Representative
1-Faculty
1-Classified

Membership Terms:

The length of term for each committee member and the chairperson's term.

Two years

Meeting Frequency:

Every two weeks, once a month, etc.

Monthly

Portal Site and Relevant Links:

Outcomes Committee site
https://my.whccd.edu/organizations/whcc_slo/default.aspx

Admin Unit Outcomes site
https://my.whccd.edu/organizations/whcc_slo/whccaou/Pages/default.aspx

Student Service Outcomes site
https://my.whccd.edu/organizations/whcc_slo/SSO/Pages/default.aspx

Institutional Learning Outcomes site

https://my.whccd.edu/organizations/whcc_slo/whccilo/Pages/default.aspx

Student Learning Outcomes Committee site

https://my.whccd.edu/organizations/whcc_slo/whccsloc/Pages/default.aspx

Reporting Relationship:

Committee/Council that this body reports to.

Institutional Effectiveness and Accreditation Committee

Month of annual self-evaluation:

September

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Professional Development Committee

Description/Mission/Charge:

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

In response to the College's mission to provide dynamic and high quality academic programs and services, including those offered through distance education, the Professional Development Committee is responsible for the continuum of strategic professional development opportunities for all faculty, staff and administrators to become better prepared to respond to evolving student needs and measures of student success.

Governance Integration:

Describe how the committee contributes to, and advances, a college culture that embraces:

17. Planning
18. Outcomes
19. Resource Management
20. Professional Development

The Professional Development Committee contributes to and advances college planning, outcomes, and resource management through the following activities:

- Coordinating with the departments and standing committees to ensure professional development aligns with goals for the College and the WHCC Strategic Plan.
- Identifying activities to strengthen best practices towards Student Success and Equity across campus, ensuring the inclusion of the following:
 - Full-time and part-time faculty
 - Full-time and part-time classified staff
 - Full-time management and administration
- Providing workshops and trainings to keep faculty current with advancing technology.
- Recommending the dispersal of travel funds fairly and efficiently.
- Tracking professional development participation online across all groups on campus.
- Assessing professional development needs on a regular basis and develop training opportunities to address assessed needs.

Outputs:

Reports, Output documents, products, etc.

Products of the Professional Development Committee include the following:

- 1) Communicate and provide searchable resources of available professional development activities to campus employees.
 - 2) Maintain an online professional development calendar for all related activities.
-

-
- 3) Deploy campus-wide surveys to poll employees regarding professional development activities, planning and implementation.
 - 4) Provide access to professional development feedback and any documents received from all professional development activities, including:
 - a. Professional Development Time Line (Annual Calendar)
 - b. Monthly Calendar of Activities
 - c. Professional Development Activity Evaluation (Post-Session)
 - d. Links to Regional/State/National Conferences and Workshops
 - e. Archived Information (Tool Kit) from Previous Activities
 - f. Campus Surveys and Results
-

Membership:

– Chair(s)
 # – Administrators
 # – Faculty
 # – Classified Employees
 # – Students

- 1-Chair
 - 1-Administrator
 - 1-Classified Manager
 - 3-Faculty
 - 1-Adjunct Faculty
 - 2-Classified Employees
 - 1-Student Services Representative
-

Membership Terms:

The length of term for each committee member and the chairperson’s term.

Two years

Meeting Frequency:

Every two weeks, once a month, etc.

Monthly

Portal Site and Relevant Links:

https://my.whccd.edu/committees/whcc_pdc/Pages/default.aspx

Reporting Relationship:

Committee/Council that this body reports to.

College Council

Month of annual self-evaluation:

May

Program Review Committee

Description/Mission/Charge:

Describe the committee's responsibilities, how it supports the governance and mission of the college, and its measurable outcomes.

The Program Review Committee supports the mission of the college by assuring the quality of academic programs and services by providing recommendations conducive to a quality educational environment.

Governance Integration:

Describe how the committee contributes to, and advances, a college culture that embraces:

21. Planning
22. Outcomes
23. Resource Management
24. Professional Development

The Program Review Committee informs college governance committees with regard to instructional, non-instructional and administrative program performance. These reviews provide the basis for planning, resource allocation, outcome assessment and alignment with institutional set standards.

Outputs:

Reports, Output documents, products, etc.

1. Provide approved Program Reviews to College Council as informational items.
2. Provide schedule for Program Review submission.
3. Provide Budget Review Committee with budget requests from Program Reviews.

Membership:

- # – Chair(s)
- # – Administrators
- # – Faculty
- # – Classified Employees
- # – Students

- 1-Administrative Co-Chair
- 1-Faculty Co-Chair
- 6-Faculty Learning Areas Representative:
 - Arts and Letters
 - Math/Science/Kinesiology
 - Social Science
 - Allied Health
 - Student Services
 - Career Technical and Education
- 2-Classified Representatives

Membership Terms:

The length of term for each committee member and the chairperson's term.

Two Years

Meeting Frequency:

Every two weeks, once a month, etc.

Twice a Month

Portal Site and Relevant Links:

https://my.whccd.edu/organizations/whcc_program_review/default.aspx

Reporting Relationship:

Committee/Council that this body reports to.

College Council

Month of annual self-evaluation:

May

DRAFT