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MEMO TO: Dr. Anthony Tricoli
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300 Cherry Lane
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RECEIVED

PRESIDENTS OFFICE

FROM: Barbara A. Beno, Executive Director

Barbara A. Beno

DATE: May 16, 2005

SUBJECT: Enclosed Report of the Evaluation Team

Previously, the chairperson of the evaluation team sent you a draft report affording you the opportunity to correct errors of fact. We assume you have responded to the team chair. The Commission now has a final version of the report.

The Accrediting Commission for Community and Junior Colleges follows a policy of providing a copy of the final evaluation visit report to the chief executive officer of the visited institution prior to consideration by the Commission. Please examine the enclosed report.

- If you believe that the report contains inaccuracies, you are invited to call them to the attention of the Commission. To do so, a letter stating recommended corrections should be directed to the Executive Director and signed by the chief executive officer of the institution. The letter should arrive at the Commission office one week prior to the Commission meeting in order to be included in Commission materials.
- ACCJC policy provides that, if desired, the chief administrator may request an appearance before the Commission to discuss the evaluation report. The Commission requires that the institution notify the Commission office by May 24, 2005 of its intent to attend the meeting. This enables the Commission to invite the team chair to attend. The next meeting of the Accrediting Commission will be held on June 8-10, 2005 at the San Francisco Airport Westin Hotel. The enclosure, What To Expect When Attending A Commission Meeting addresses the protocol of such appearances.

Please note that the Commission will not consider the institution as being indifferent if its chief administrator does not choose to appear before the Commission. If the institution does request to be heard at the Commission meeting, the chairperson of the evaluation team will also be asked to be present to explain the reasons for statements in the team report. Both parties will be allowed brief testimony before the Commission deliberates in private.

The enclosed report should be considered confidential and not given general distribution until it has been acted upon by the Accrediting Commission and you have been notified by letter of the action taken.

BAB/tl
Enclosure

cc: Ms. Faye Mendenhall, Accreditation Liaison Officer (w/o enclosure)

MAY 12 2005

EVALUATION REPORT
WEST HILLS COLLEGE COALINGA
Coalinga, California

A Confidential Report
Prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team's
visit to West Hills College Coalinga from
March 14 –17, 2005

James Kossler, Chair

**ACCREDITATION TEAM VISIT
WEST HILLS COLLEGE COALINGA
March 14 –17, 2005**

INTRODUCTION AND SUMMARY

West Hills College Coalinga (WHCC), which began as Coalinga Junior College in 1941, is a comprehensive California community college. The college, which is part of the West Hills Community College District, serves the communities of Coalinga, Huron, Mendota, Firebaugh, San Joaquin, Tranquility, and Avenal. Enrollment on the Coalinga campus is about 1500 students, with another 500 students at the North District Center (NDC) in Firebaugh.

Both the college and the West Hills Community College District (WHCCD) are still in the process of transition from a single college to a multi-college district (including West Hills College Lemoore – currently in candidacy status)

From March 14 through March 17, 2005, a nine member team visited West Hills College Coalinga for the purpose of validating the college's application for reaffirmation of accreditation. The college had last been visited in 1999.

In preparation for the current visit, the team members reviewed the handbooks prepared by the Commission and attended a team training workshop conducted by Commission staff. Team members carefully studied the college's self study, as well as the report of the 1999 visiting team and hardcopies of the college online-only catalog and schedule of classes.

Several weeks prior to the visit, each team member prepared written appraisals of both the entire Self study and of the particular Standards to which he or she had been assigned. On March 14th, the team met to collectively review the Self study and to finalize preliminary questions and issues to be addressed during the campus visit. The team then spent the afternoon of that day in the team room reviewing the evidence prepared by the college.

During the three-day visit, the team met individually or in groups with over 45 college faculty, classified staff, students, administrators, and governing board members. The team also visited day and evening classes, held two widely publicized sessions open to all members of the college community, and visited each campus facility. The team is grateful for the candor and cooperation that was demonstrated by the individuals and groups with whom they met during the visitation.

Overall, the team was very impressed with the quality of programs and services that West Hills College Coalinga offers the communities that it serves. In particular, the team wishes to commend the college for:

1. Its professionalism and resilience during a time of significant structural changes.
2. Its leadership in conducting broad-based community dialogues on the mission and the vision of the college. The new mission statement addresses the broad scope of services provided to students by the college and clearly articulates the purpose of the institution.
3. Its obviously strong linkages with community groups in its service area. Community leaders expressed strong confidence in, and support for, the college, and indicated that they view the institution as an indispensable asset to the economic development and cultural life of the community.
4. Its outreach, instruction, and services to outlying communities, especially the North District Center it has established in Firebaugh.
5. Its support services staff including maintenance, custodial, grounds, and the technology services staff for the professional pride and excellence they exhibit, as evidenced by the attractive physical condition of the college.
6. Its efforts to establish and implement an effective instructional program review process that is highly collaborative and collegial.
7. Its successful efforts to obtain grants to meet the needs of students and the community, most recently the Carnegie Grant to continue its innovative learning communities program.

While a great deal has been done by the college to address some of the issues raised by the former visiting team, both this team and the college itself in its self study recognize that more needs to be done. Accordingly, this visitation team's recommendations, described below, give emphasis to, and build upon, the most important planning areas presented in the self study.

In summary:

1. The team recommends that, in order to complement the college's current qualitative planning measures, it identify measurable institutional performance indicators where appropriate, formalize a regular process for assessing those performance indicators, and use the outcomes of that assessment as the basis for campus dialogue as to how to better serve the college's students and community (Standard I.B.2 and I.B.3).
2. The team recommends that the college identify those academic programs that it is no longer offering due to a lack of resources, and either develop the resources needed to provide the programs or remove them from the college catalog and

other college sources of information provided to potential students (Standard II.A.1.)

3. The team recommends that the college complete an assessment of the accessibility of its online services – especially initial application to the college and availability of the college catalog and schedule of classes – in view of the varying levels of computer literacy and availability of computer resources within the service communities of the college (Standard II.B.3.e).
4. The team recommends that, within its Educational Master Plan, the college develop a strategic plan for student support services which includes an assessment of student needs, the development of appropriate student learning outcomes, and a defined process for evaluating student and program outcomes (Standard II.B.4)
5. The team recommends that the Board of Trustees and the chancellor, in consultation with the leadership of the colleges, develop a transparent process for resolving some of the remaining significant issues raised by the decision to become a multi-college district; namely:
 - The clarification and delineation, in both policy and practice, of the roles and responsibilities of the chancellor and the college president in decision-making which directly affects college operations (Standard IV.B.3 and IV.B.3.g),
 - The development and implementation of an appropriate and clearly communicated process for allocating faculty and staff positions between the colleges (Standard III.A.2, Standard IV.B.3.c),
 - The development and implementation of a clearly communicated process for regularly reviewing the appropriateness of the assignment of various functions and staff to the district office or to the colleges (Standard IV.B.3.a and IV.B.3.g),
 - The development and implementation of an appropriate and clearly communicated process for distributing fiscal resources among the colleges and the district office (Standard IV.B.3.c),
 - The development and implementation of a formal and regularly evaluated district strategic planning process that both acknowledges input from the colleges and serves as a guide for the strategic planning at the college level (Standard I.B.3 and Standard IV.B.3.g).
6. The team recommends that the Board of Trustees, the chancellor, and the college president work together to address the concern, identified in the self study and validated through numerous team interviews, that a significant portion of the campus community is unclear regarding the reasoning behind decisions made by the Board and the Chancellor’s Cabinet that affect programming, staffing, and resources at the college level. Participation by each of the three parties in an appropriate training program may prove beneficial (Standard IV.B.3.f).

EVALUATION OF WEST HILLS COLLEGE COALINGA USING THE ELIGIBILITY REQUIREMENTS

1. Authority

The team finds that the college has met this requirement.

2. Mission

The team finds that the college has met this requirement.

3. Governing Board

The team finds that the college has met this requirement.

4. Chief Executive Officer

The team finds that the college has partially met this requirement.

The chancellor, as system chief administrator, has the requisite authority to administer the district. However, in addition to his full time responsibility as chancellor, he serves also as the executive director of the Foundation.

The president of college, as the chief executive officer of the campus, has responsibility for the institution. However, as the district makes its transition to a multi-college organization, there was evidence of some confusion on the campus regarding the decision-making roles of the chancellor and the college president.

5. Administrative Capacity

The team finds that the college has met this requirement, though administrative staffing is lean, with administrators carrying multiple responsibilities due to the small size of the college and its limited fiscal resources.

6. Operational Status

The team finds that the college has met this requirement.

7. Degrees

The team finds that the college has met this requirement.

8. Educational Programs

The team finds that the college has partially met this requirement. While student learning outcomes have been identified for most courses, faculty still need to develop program-level student learning outcomes and the institution needs to develop degree and certificate outcomes.

9. Academic Credit

The team finds that the college has met this requirement.

10. Student Learning and Achievement

The team finds that the college has partially met this requirement.

Educational objectives for degree, certificate and general education programs are published in the college catalog. While student learning objectives have been developed for courses and can be found in the official course outlines, faculty are just beginning to develop program learning objectives.

11. General Education

The team finds that the college has met this requirement.

12. Academic Freedom

The team finds that the college has met this requirement.

13. Faculty

The team finds that the college has partially met this requirement.

Faculty members are well qualified and there exists a clear statement of responsibilities including curriculum review and development and assessment of student learning outcomes. However, the institution is experiencing difficulty in hiring qualified fulltime and adjunct faculty to teach the programs described in the current college catalog.

14. Student Services

The team finds that the college has met this requirement.

15. Admissions

The team finds that the college has met this requirement.

16. Information and Learning Resources

The team finds that the college has met this requirement.

17. Financial Resources

The team finds that the college has partially met this requirement.

18. Financial Accountability

The team finds that the college has met this requirement.

19. Institutional Planning and Evaluation

The team finds that the college has partially met this requirement.

Some planning activities have taken place. A Strategic Plan, an Educational Master Plan and a Facilities Master Plan have been written or are in the process of completion. However, there was no evidence of a regular and documented cycle of evaluation, planning, implementation, and assessment. The college also needs to develop, within its Educational Master Plan, a Student Services Master Plan.

20. Public Information

The team finds that the college has partially met this requirement.

The catalog and schedule of classes contain the required information. However, both of these essential documents are available only electronically. The team heard numerous expressions of concern regarding the accessibility of this information in those communities in the college service area where computer resources might be more limited.

21. Relations with Accrediting Commission

The team finds that the college has met this requirement.

EVALUATION OF WEST HILLS COLLEGE COALINGA USING ACCJC 2004 STANDARDS

Standard I Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I. Responses to the Previous Team's Recommendations

1999 Recommendation 1

As identified in the self study planning agenda the mission statement should be reviewed through a standardized process and serve as the common link that connects planning for programs and allocation of resources.

The team finds that the college has partially addressed this recommendation.

After the 1999 visit, West Hills College conducted three separate planning sessions in 1999, 2000 and 2002. The first planning session, the "New Millennium Retreat," developed statements of the college's values, mission and vision. This retreat also produced a set of four goals. In January 2000, a second retreat was held at which the board and administration committed to conducting planning sessions every two years. In 2002 the college initiated a new three-phase planning process with a series of "Voices, Values and Vision" town hall meetings held throughout the communities served by the college. From the input received during these town hall meetings, the college developed new values, mission and vision statements. In addition, five guiding principles and five goals were identified. The team found that the new mission and vision statements were generally known and understood by the members of the college.

The team could not confirm, however, that either the action plan for implementing the goals developed from the town hall meetings, or the draft Educational Master Plan itself, has clearly articulated timelines, nor was it evident that either process as yet "serves as a common link that connects planning for programs and allocation of resources."

1999 Recommendation 3

It is recommended that the college formalize the review and coordination of all the planning, research and evaluation mechanisms as well as communication of the Master Plan and planning processes to the entire college community.

The team finds that the college has partially addressed this recommendation.

A number of planning focused sessions over the past 6 years resulted in the formulation of the college Strategic Plan. The college has also developed a collaborative administrative and committee organizational structure. Through this structure several forums, including a session during fall 2004 flex, were held to communicate the Strategic Plan to campus community.

However, the team could not confirm that a complete planning process is in place including the development of measurable objectives, an implementation phase, and a clear timeline for evaluating progress.

II. General Observations

The college has initiated broad-based community dialogues on the mission and the vision of the college and the district. The mission statement addresses the broad scope of services provided by the college and clearly articulates the purpose for its existence. The mission statement reflects the commitment to the needs of the students and student learning.

The college's Educational Master Plan, still in draft form, did not yet refer to the newly developed mission and vision statements. There is no discussion of the issues and trends shown in the demographic section and little or no reference to student success, retention and student learning outcomes.

III. Findings and Evidence

1.A Mission

Student learning-centered programs are aligned with the college's mission. The services offered at the college make a genuine effort to meet the needs of the students. Programmatic decisions appear to include broad participation of all of its constituents, including students (Standard 1.A.1). The Board of Trustees is well informed of the initiatives from the college. The Board of Trustees has reviewed and approved the mission statements developed and revised by the college over the years. Statements of the mission, values and vision are published in key visible areas, such as the internet, and in the online college catalog (Standards 1.A.2, 1.A.3).

As an indication of the central role of the mission, the college's commitment to student learning is evident in the existence of dedicated faculty and staff that are well respected

and appreciated by the community at large. Both formal and informal information gatherings conducted by the visiting team attest to the quality and purposefulness of the teaching and learning at the college. The visiting team was especially impressed by the emotional and affectionate statements made by community members at the open forums.

IB. Improving Institutional Effectiveness

The team found documentation of dialogues conducted by faculty members within and across disciplines indicating a serious effort to produce student learning outcomes. Course level student learning outcomes are integrated into college curriculum development and faculty evaluation. The college adheres to a faculty driven curriculum development process. Assessment of student learning is being developed at the college (Standard 1.B.1).

As a result of the “Voices, Values, and Vision” community and college meetings, five strategic goals were developed as well as key performance indicators. On June 29, 2004 the goals were adopted by the Board of Trustees (Standard 1.B.2)

The institution has not yet developed a full cycle of planning, implementation, and evaluation, although some efforts are underway to implement the “Voices, Values, and Vision” planning goals. (Standard 1.B.3)

There is wide-spread ownership, not only at the college but in the community, of the “Voices, Values, and Vision” planning goals and a sense of excitement about how these activities will help to further develop the college. However, the college has not yet effectively aligned the budget allocation process to planning, partly because budget allocation methodologies within the new multi-college district have not been developed. (Standard 1.B.4)

Data important to every kind of decision-making have only recently begun to become available through the establishment of the position of the Director of Institutional Effectiveness, Planning and Web Services. It is not clear that this information is being widely used to guide campus decisions. (Standard 1.B.5)

The board and the college have expressed their commitment to reviewing the mission and planning efforts every two years. The presence of the Director of Institutional Effectiveness, Planning and Web Services will support these efforts by providing quality data reports. Many operational reports, research studies, and online queries are being developed. The college appears ready to address the lack of a formalized, ongoing, documented and clearly articulated cycle of planning, implementation, and evaluation. At the same time, the college will also need to address the recommendation for the identification of measurable objectives in its planning documents. (Standard 1.B.6)

The college has established an instructional program review process, and the program review efforts have clearly indicated faculty members’ careful thinking, commitment to student learning, and their genuine efforts to meet the needs of the students. Many of the instructional program review documents clearly demonstrate reasons for resource

requests. However, the instructional program review documents have also shown a myriad of styles and formats with some reviews containing analysis of students' success and retention rates and others not. Few have conducted enrollment trend projections that would help guide the review efforts. (Standard 1.B.6)

Student Services received a recommendation from the 1999 visiting team to "develop strategies to better inform students about the availability of student services, particularly targeted to first generation college students". However, the team did not find evidence of a thorough program review resulting in the development of a student services planning agenda. Further, the district recently embarked on an online-only registration process that has not been evaluated by any accessibility studies, particularly in the outlying areas where students may not have readily available the technological support for using all-electronic college registration processes. (Standard 1.B.7)

IV. Conclusions

The team finds that the college has partially met this standard.

The college has made documented strides in initiating a variety of student learning and planning related activities. To date, the college has successfully hosted very well attended town hall meetings to further the strategic plan. However, the college should integrate into its successful student learning and planning efforts clear timelines and measurable objectives that can quantifiably answer the questions "how much have these planning efforts made a difference in student learning."

V. Recommendations

Recommendation 1

It is recommended that, in order to complement the college's current qualitative planning measures, it identify appropriate measurable institutional performance indicators, establish a regular process for assessing the college performance, and use the outcomes of that assessment as the basis for campus dialogue as to how to better serve the college's students. (Standards 1.B.2 and 1.B.3)

Standard II Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

I. Responses to the Previous Team's Recommendations

1999 Recommendation 4

It is recommended that the college address the need for additional resources in the area of student activities and student leadership.

The team finds that the college has met this recommendation.

A half time student activities director was hired and student leadership classes taught by a counselor faculty member have been offered since fall 2004. Current student council leadership has attended the student leadership classes.

1999 Recommendation 5

It is recommended that the college develop strategies to better inform students about the availability of student services particularly targeted to first generation college students.

The team finds that the college has partially met this recommendation.

Initial activities, such as Welcome Week, are underway. Survey results, interviews with students, and conversations with Student Services staff indicate that the college has not established a comprehensive action plan on how to inform all students of the availability of student support services.

1999 Recommendation 6

It is recommended that the college implement systematic planning which will include the establishment of the new libraries at Coalinga and North District Center, a collection development policy and process, regular replacement, schedule for out-of-date computer equipment, and future delivery systems for distance learning. This should be part of the overall planning process.

The team finds that the college has substantially addressed this recommendation.

The Ronald B. Fitch Library, holding a collection of approximately 30,000 volumes, is currently undergoing a major \$2.7 million renovation including a 3,900 square foot expansion bringing the total library size to over 13,000 square feet. At the 330 square foot NDC library there are approximately 2,600 volumes, which include 600 recently

purchased titles. Both libraries have received new technology including a laptop cart at the North District Center for student checkout, and a tutorial center at the main campus. The college is incorporating integrated technologies for collection development, an executive video conference room, video edit suites, and a faculty multi-media lab. Students have access from each library to subscription databases purchased through Telecommunications and Technology Infrastructure Program (TTIP). The Technology Advisory Team (TAT) meets regularly to discuss ongoing improvements to this and all educational technology.

A plan is still needed to address the regular replacement and schedule for out-of-date computer equipment and future delivery systems for distance learning. This should be part of the college's overall planning process. Past practice indicates that computer equipment has been upgraded or replaced as funds become available. The current condition of computer technology is good to excellent in all areas of instruction.

II. General Observations

II.B Instructional Programs

The college implemented an administrative reorganization in July 2004 based on a student learning model with a dean of student learning and three associate deans, each of whom is responsible for both instructional and student services components of the college. This structure was designed to promote an environment supportive of student learning outcomes, institutional excellence, and cross unit collaboration and innovation.

The college offers programs and services within the scope identified by the college mission. The team identified concerns relevant to the provision of all published programs of study. Faculty are involved at all levels in planning, implementing, evaluating, and improving instructional courses and programs. Nonetheless, lines of authority between district services and college units are unclear.

II.B Student Support Services

The college provides a variety of student services including counseling, assessment, and orientation. Emphasis is placed on making services accessible to students via on-line systems. Special support services such as Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) and others are available.

Three issues that impact the effectiveness of the college in meeting this standard have been identified by the team: 1) the shift of selected support functions from college to district; 2) the exclusive reliance on on-line delivery methods for admissions and registrations that may not be accessible to all students; and 3) the Student Services program review does not fully address student services effectiveness.

II.C Library and Learning Support Services

The district provides direction and coordination of library, instructional media, tutoring, and videoconferencing services to both colleges, Coalinga and Lemoore, as well as to the North District Center.

The Rodney B. Fitch Library has undergone a \$2.7 million renovation that incorporates integrated technologies for collection development, tutoring services, computer labs and media services. The team noted that the district and the college had not yet decided on what the level of staff support will be with respect to this renovated and expanded facility. The team supports the college's planning agendas to increase student, faculty and staff awareness of library and learning support services, as well as to implement the library/learning resources staffing plan.

III. Findings and Evidence

II.A Instructional Programs

The team found evidence and documentation in the College Catalog, program review reports, and schedule of offerings as well as through interviews with faculty, student leadership, and administrative staff that the college currently offers 9 of the 20 published programs of study. Some courses have not been offered in over ten years. The team questions the integrity of publishing a catalog with courses that have not been offered for such an extended period of time. (Standard II.A.1)

Instructional programs address and meet the mission of the institution. The self study does not document that the instruction relies upon research and analysis to identify programmatic student learning needs and to assess progress toward achieving stated learning outcomes. Nonetheless, the hiring of a Director of Institutional Effectiveness, Planning and Web Services indicates a commitment to providing and utilizing data to fully address this substandard in the future. (Standard II.A.1.a)

Instruction uses a variety of delivery modes including face-to-face, distance education, open entry/exit, video conferencing and learning communities. However concerns have been expressed in interviews with faculty and administrative staff that the need exists to clarify schedule planning procedures between the district and the college for distance education offerings. Faculty are in the process of creating a Distance Education Philosophy statement, including recommendations for best practices that will be forwarded through the College Consultation Council (Standards II.A.1.b, II.2.d). A perception exists at the college as articulated by numerous faculty that decisions made at the district level to offer a course on-line or via videoconferencing at times occur without direct consultation with college faculty. Instructors are also interested in pursuing assessment of learning outcomes for distance education offerings. It is evident that at minimum clear operational protocols or criteria for offering distance education classes need to be identified, discussed, and adopted.

A concerted effort has been made to initiate the student learning outcomes process,

particularly in Instruction. Course level student learning outcomes are being developed and incorporated into course outlines. Some areas such as Child Development have also developed rubrics for assessment. The Curriculum and General Education Committee has begun discussion of degree-level/general education student learning outcomes. The Library and Learning Support Services (LRC) are in initial stages of SLO identification (e.g. information competency). It is evident that the college community is aware of, engaged in, and committed to pursuing SLO implementation, and the team encourages the college to continue its work in this area. The team urges that Instruction progress to the next step, namely assessment activities, in the near future. Likewise, other units, LRC and Student Services, need to further develop student learning outcomes and measures for their areas. (Standards II.A.1.c, II.A.2.b, II.A.2.f)

Faculty are involved at all levels in planning, evaluating, and improving instructional courses and programs. Curriculum processes are in place as is the district's Coordinating Committee. As well, program review is being implemented and strengthened by the research activities and data reports produced by the district's Institutional Effectiveness Director at the request and direction of the college's administration and faculty. One critical issue that has emerged from interviews with participants of program review at the college is the perceived "disconnect" between the program review committee outcomes or recommendations and implementation decisions made through district and college budget processes. The team attributed some of this perception to the lack of an effective feedback communication system between the college-level budget decision-makers and the various programs, and between the district-level budget decision-makers, which include the college president, and the college community at large. Strategies need to be identified to strengthen communication within the college and between the college and the district. (Standards II.A.2.a, II.A.2.e)

Through its curriculum committee, the college is in process of identifying competency levels and student learning outcomes for certificates, programs and degrees. Where appropriate, faculty use advisory committee input for occupational programs. (Standard II.A.2.b)

Quality of instruction (Standard II.A.2.c) is maintained through the required five year revision of curriculum. As referenced in Standard II.A.1.c, the institution uses a variety of delivery modes and methodologies that reflect the diverse needs of its students.

The college awards credit based on clearly stated and published criteria available in the catalog and course outlines. As evidenced by the information provided in the catalog, students earn degrees and/or certificates based on the completion of a minimum number of specified units. (Standards II.A.2.h, II.A.2.i)

The college is in the process of fully identifying general education program outcomes through its curriculum committee. (Standard II.A.3.a) Likewise, there are efforts underway to explicitly identify information competency and computer literacy student learning outcomes as part of general education. Minimum competencies in reading, writing, and mathematics have been established for the associate degree. (Standard II.A.3.b) There appears to be many course options for meeting the substandard for ethics,

civility, interpersonal skills and cultural diversity. (Standard II.A.3.c)

As documented under section II.A1 of this report, the college is not delivering instruction in all 20 published programs of study. In the nine programs that appear operational, general education requirements are incorporated into the degree as defined in policy. (Standard II.A.4) As well, students who complete occupational programs meet established technical and professional competencies as evidence by the psychiatric technician program. (Standard II.A.5)

Articulation processes are in place that provide students with clear lines of transfer from the college to four-year institutions. Faculty participate in the California Intersegmental Major Preparation Articulated Curriculum Project (IMPAC). Particularly commendable is that WHCC was identified by CPEC as steadily increasing college transfers from 1989 to 2004. (Standard II.A.6.a)

Academic policies are in place to support students to complete educational goals in the event of program elimination. (Standard II.A.6.b) However, in surveys of faculty, students and administrative staff, a majority of the respondents felt there were not adequate procedures for allowing students to complete discontinued programs. Program discontinuance procedures appear inconsistent as reported in interviews with faculty and administrative staff.

With one major exception as noted in Standard IIA.1, the institution represents itself clearly, accurately and consistently to students, the public, and its personnel through its catalogs and other publications as evidenced by the five year curriculum cycle and the academic policies review conducted through the Curriculum Committee. The major discrepancy in meeting this substandard lies in the fact that not all published programs of study are being offered by the college.

Further, although the college survey results indicate that the admissions processes are “effective,” the team noted through interviews of faculty, students and staff that some prospective students may encounter obstacles to accessing an electronic-only application, schedule and catalog. The college is encouraged to conduct further needs assessment and research on participation rates from all district areas, particularly outlying communities. (Standard II.A.6.c)

As evidenced by board policy and the faculty resource guide, WHCC clarified its expectations regarding academic freedom and responsibility. (Standard IIA.7) Specifically, Board Policy 313 addresses academic freedom. As well, the student handbook sets forth clear expectations concerning student academic honesty. (Standard II.A.7.b) Board Policy 520 regarding student discipline and Administrative Procedures 5500 and 5520 regarding cheating and plagiarism provide evidence for meeting this substandard.

WHCC is a non-sectarian public institution and does not offer curricula in foreign locations. (Standards II.A.7.c, II.A.8)

II.B Student Support Services

Faculty, staff, and students have limited knowledge of student support services as demonstrated by the self study survey and interviews with faculty, staff, and students. The organizational arrangement of student support services is undergoing change. Some aspects of student support services are being transferred to the district while others will remain at the college. This may not be a problem, however clear delineation of roles and responsibilities are needed. (Standard II.B.1)

The catalog has all the required sections; however there is a question as to the ethics of published courses and programs which have not been offered for a significant period of time. This was verified by a review of previous year's schedules of classes and interviews with administrators and students. (Standard II.B.2)

In interviews with staff there was some confusion about the role of staff at the district and college level to provide specified student support services to students. There wasn't sufficient knowledge by staff about the provision of student support services for online students. The North District Center staff and students expressed the need for more student support services. (Standards II.B.3, II.B.3.a)

Through interviews with ASB student officers and the Associate Dean of Student Learning it was found that WHCC has established an ongoing and active student council. In addition, student leadership classes taught by certificated faculty/counselor are being conducted. (Standard II.B.3.b)

The materials provided by the college illustrate that there needs to be more strategic planning, research, and evaluation of student support services to adequately meet the needs of students. The interviews with faculty, staff, and students support this assertion. Faculty appear to have limited knowledge about the range of support services available to students and some believe that support services are not always available when needed. (Standard II.B.3.c)

There is a variety of programs and services to meet the needs of students. Bilingual materials are available. There have been a variety of campus sponsored programs to promote cultural and ethnic appreciation and understanding. Such activities include Martin Luther King birthday remembrance, Disability Awareness month, Black History Month, and Cinco de Mayo. Student support services also sponsored family picnics and cultural awareness activities including Native American drummers from the Santa Rosa Rancheria. (Standard II.B.3.d)

The need for additional basic skills support is evidenced by a recent Chancellor's cabinet meeting discussing the study done by the Director of Institutional Effectiveness on basic skills completion rates. (Standard II.B.3.e)

The college does maintain records securely and confidentially. Back-up files are also maintained. The college has policies and procedures for release of student records.

Exhibits provided in the team room verified that student records are secure and confidential, and that there are policies and procedures for release of student records. (Standard II.B.3.f)

The team found that the student services program review conducted by the college was insufficient. The evaluation should include the identification of student services learning outcomes and a strategy to assess these outcomes. Student services is in the beginning stages of developing student learning outcomes. Some discussions among student services staff have taken place, but identification of student learning outcomes for student services has not yet been completed. (Standard II.B.4)

II.C Library and Learning support Services

Learning resources are offered at the college and center sites and are coordinated by the district's Dean of Learning Resources. The recent renovation of the Rodney B. Fitch Library disrupted learning support services; but plans are underway to resume services and to hire a district librarian and library/learning specialists. Thus progress is being made to fulfill Standards II.C.1 and II.C.1.a.

The college book collection had deteriorated in the past but has since been expanded and re-catalogued. In its self study a planning agenda has been proposed by the college to increase student, faculty and staff awareness regarding services provided by learning resources. This activity will strengthen student access to support services including open labs, tutoring and learning support. To date, however, these outreach services have not been implemented and learning resource staffing has not been fully implemented. (Standard II.C.1.b)

Tutoring comprises a key component of Library and Learning Support Services. Similar to library disruptions due to construction, tutoring services have likewise been interrupted. Funding shortfalls hampered the implementation of centrally coordinating and expanding tutoring programs. The team found evidence based on interviews with students that awareness was lacking about the availability of tutoring services. For this reason, the team supports the planning agenda in the self study to develop a plan to increase student, faculty, and staff awareness regarding services provided by learning resources. Further, the team encourages implementation of a coordinated and expanded tutoring program based on an assessment of student learning needs. (Standards II.C.1.b and II.C.1.c)

The college is in the preliminary phase of developing outcomes for information competency. (II.C.1.b) The lack of sufficient library/learning resources has hindered progress in this area. As referenced in standards II.A.1.c, II.A.2.b, II.A.2.f, the team encourages the development of student learning outcomes and measures for library/learning support resources.

The provision of adequate personnel responsible for student learning programs and services is under consideration (II.C.1.c) The college's planning agenda includes improving regular evening support, informing students and faculty of the availability of

