

During September, the major activity for the accreditation self study process has been the review and revision of the self study draft by the Tri-Chairs and College Consultation Council members. The corrections and suggestions made by the faculty and substandard group members on Flex and Duty Days were refined and added to the current draft.

As stated in the April Self Study Update, one of the most important requirements of the new standards is the development of student learning outcomes. The Dean of Student Learning in Coalinga and the Dean of Educational Services in Lemoore will host two more SLO workshops, September 24 and October 22, for the math, science and physical education faculty to develop course level student learning outcomes for BIO 10, BIO 24, BIO 32, CHEM 1A, CHEM 1B, CHEM 2A, CHEM 2B, MATH 101, MATH 61, MATH 64, MATH 1A, NUT 1, HE 35 and PE activity courses. All full-time and part-time faculty in these disciplines will be required to implement these SLOs in spring 2005. Performance data will be gathered and compiled in each course section, and a narrative analysis report written detailing the success of the student learning outcomes. In addition, the Curriculum/General Education Committee is developing degree-level student learning outcomes for West Hills College Coalinga.

Responses to the May 2004 faculty, staff and student surveys have been tabulated for inclusion in the accreditation self study. The most notable finding generated from these surveys is the fact that large numbers of respondents gave a "don't know" response to the majority of questions. Further analysis of the data indicates that the data samples were skewed by the category of person who responded.

For example, surveys were sent to 72 faculty members. Of the 46 faculty who responded, 53.49% of them teach full-time and 46.52% teach part-time. It is reasonable to assume that the majority of part-time faculty do not have the same level of knowledge regarding College procedures and services as full-time faculty do. Consequently, a large number of faculty responses in the "don't know" category is not surprising.

Another flaw in the data appears to be that the majority of student respondents do not match the age, ethnicity and gender trends reported by the District Director of Institutional Effectiveness, Planning and Web Services. Therefore, the data is not valid. However, despite the problems with the surveys, it is clear that WHCC needs to better educate its faculty, students, staff and administrators regarding the services that it provides to support student learning.