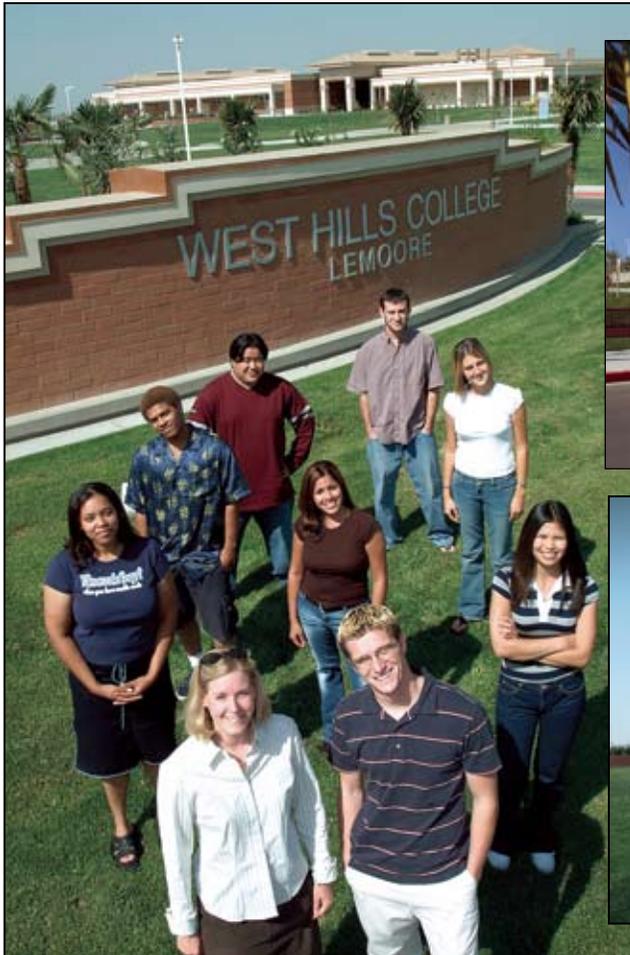


WEST HILLS COLLEGE LEMOORE



Institutional Self Study Report In Support of Initial Accreditation Spring 2006

Submitted by
West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

to

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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Certification of the Institutional Self Study Report

Date: December 6, 2005

To: Accrediting Commission for Community and Junior College,
Western Association of Schools and Colleges

From: West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

Dr. Frank Gornick Chancellor, West Hills Community College District

Don Warkentin President, West Hills College Lemoore

Mark McKean President, WHCCD Board of Trustees

David Rengh President, WHCL Academic Senate

Faye Mendenhall President, WHC Faculty Association

Antonio Garcia President, CSEA, Chapter 429

Michael Navarro President, WHCL Student Governmental Association

Dave Bolt WHCL Accreditation Liaison Officer

Compliance with Eligibility Requirements

1. Authority

The California Community College Board of Governors (BOG) and the California Post Secondary Education Commission (CPEC) designated Kings County Center (KCC) as an official center in 1981. It has operated as an educational center and awarded degrees under the auspices of West Hills College Coalinga until 2002 when the KCC received approval for full college status as West Hills College Lemoore from the BOG and CPEC in 2001 and 2002, respectively.

The West Hills Community College District (WHCCD) is regulated by the BOG. West Hills College Coalinga is fully accredited by the Western Association of Schools and Colleges.

2. Mission

In May 2005 West Hills College Lemoore (WHCL) developed a revised Strategic Master Plan with participation from the Lemoore students, faculty, staff, and administration. Included in the Master Plan are a new mission statement, vision statement, and guiding principles. Further development of the Strategic Master Plan took place in August and September 2005 which included institutional student outcomes and the college's committee structure to support these outcomes.

The WHCCD Board of Trustees approved the WHCL mission, vision, and guiding principles in July 2005 and approved the institutional student outcomes in September 2005. The mission and vision statements are published in numerous documents, including the college catalog. Since there is an online copy of the catalog, the mission and vision are highly visible to students, staff, faculty, and the community.

3. Governing Board

The Board of Trustees of the West Hills Community College District is a functioning governing board responsible for the quality and integrity of all educational sites in the district, including WHCL. It is a seven-member board, elected to four-year terms by registered voters in geographical division's representative of the diverse area comprising the district. There is one nonvoting student member. The board of trustees sets district policy and supports the mission and vision of WHCL. The board operates under an approved set of bylaws that are published in the Board Policy Manual and available for viewing on the district web site.

4. Chief Executive Officer

The board of trustees officially appointed the first president for West Hills College Lemoore at its meeting on June 26, 2001, effective July 1, 2001. The college's current president took office in June 2005 and was formerly the dean of student services.

The primary responsibility of the college president is to establish, promote, and fulfill the college mission, and follow all district, federal, state, and local policies and regulations. In addition, the college president is charged with providing sound fiscal management, strategic planning, and articulating the district and college mission and vision, including providing and managing an effective teaching/learning environment.

5. Administrative Capacity

The board of trustees has developed and implemented an administrative structure that provides the administrative capacity required to support the college and district mission, vision, and functions. The administrative staff, including the president, a vice president of educational services, a dean of student services, a dean of learning resources, a dean of educational services, and an interim associate dean of educational services is in place. The interim associate dean has primary responsibility over evening college activities and instruction. The administrators selected are competent, well-qualified individuals who exemplify the expertise, quality, and integrity needed to support the mission and purpose of the college.

6. Operational Status

West Hills College Lemoore, formerly the Kings County Center, has been in operation for more than 20 years. This longevity has enabled the college to develop a comprehensive and complete offering of educational programs and services. Many policies, procedures, and programs are in place and have been fully operational for several years.

Semester enrollment at West Hills College Lemoore is approximately 3,700, including full-time and part-time students. Twenty-two complete degree programs and 20 certificate programs are currently offered at the college. Classes are held at the three year old WHCL site, which has recently expanded due to additional construction. Currently, there are eight permanent classroom buildings (27 lecture classrooms and 16 labs), a 30,000 square foot Library/Learning Resources Center, and a student services/administration building. Subsequent construction phases include additional classrooms, student center, cultural center, and expanded physical education facilities.

7. Degrees

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

West Hills College Lemoore is authorized to offer 22 of the 30 approved degree programs in the district. In response to specific needs of the Lemoore area, some of these programs such as the hospitality and gaming programs are offered only at WHCL.

Separate approval from the California Community Colleges System Office is sought for new programs developed in response to needs identified through the college's planning process.

8. Educational Programs

All degree programs offered at West Hills College Lemoore are congruent with the district's mission as evidenced by the comprehensive variety of programs offered: general education, degree/certificate, transfer, occupational, and basic skills.

Articulation agreements with four-year institutions and other community colleges provide assurance that fields of study upon which West Hills College Lemoore programs are based are relevant and viable. All educational programs are reviewed regularly through the established program review process and the curriculum review process. The review process requires that all programs complete the comprehensive review once every four years (once every two years for occupational programs as required by California Education Code). In addition, all courses within programs are to be reviewed and updated every five years by faculty and submitted to the Curriculum Committee for final review.

9. Academic Credit

Credit is awarded to students upon the completion of coursework using the Carnegie Standard as defined in Title V of the California Education Code and is consistent with the generally accepted practices in degree-granting institutions of higher education and in keeping with the standards set by the American Association of College Registrars and Admission Officers.

In addition to regularly scheduled credit classes, students may receive college credit for participating in alternative credit and study options: College Level Examination Program (CLEP), Credit by Examination, Credit for Military Service Schools, and Cooperative Work Experience and Internships.

10. Student Learning Achievement

Educational objectives for degree, certificate, and general education programs are published in the college catalog. Each program of study is listed in the catalog and includes a description of the program in regards to transfer to another college or to occupation preparation. All course outlines are required to have clearly stated measurable objectives, learning and performance outcomes, and current courses must be revised as necessary.

11. General Education

All degree programs include a requirement of at least 18 units in general education courses in the following areas: Language and Rationality, Natural Sciences, Humanities,

Social Science, Health, and Physical Education Activity. Competencies in reading, writing, and mathematics are also required. These requirements are summarized in the general education philosophy statement developed and approved by the Curriculum Committee.

All general education requirements are published in the college catalog. The general education options allow students also to complete general education patterns required by the California State University General Education and Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC). Scrutiny by the Curriculum Committee ensures that credit is consistent with levels of quality and rigor of higher education. The annual review of articulated general education courses by the California State University System and IGETC validates the quality and rigor of the courses.

12. Academic Freedom

The board of trustees believes that academic freedom is an essential right in education as stated in Board Policy 313 and referenced from Education Code Section 87704. It is the obligation of the instructor to pursue his or her subject consistent with standards of scholarly objectivity.

13. Faculty

West Hills College Lemoore currently employs 34 full-time faculty and 75 adjunct faculty. All faculty staff, both full-time and part-time, meet the established minimum qualifications as established by the California Community College Board of Governors, or have been approved by the local Academic Senate through the established equivalency policy. The names and degrees of all full-time faculty are published in the college catalog. The schedule of classes identifies specific faculty assigned to teach each class.

The board of trustees approved the faculty responsibilities statement on July 24, 2001. This statement is published in the Faculty Resource Guide.

14. Student Services

West Hills College Lemoore provides comprehensive student services programs that are consistent with student characteristics and the institutional mission. Information about these services is published in the college catalog and the college website. Counselors, advisors, and program staff conduct outreach programs and activities that provide effective venues for distributing information about these services.

15. Admissions

West Hills College Lemoore adheres to the district approved admission policy, which is consistent with Title V regulations. The policy clearly specifies the qualifications of

students applying for admission to the college and is published in the college catalog and on the college website.

16. Information and Learning Resources

West Hills College Lemoore provides a Library/Learning Resource Center (L/LRC) that includes books, periodicals, reference materials, and electronic resources. The L/LRC, which opened February 2002, contains 33,000 square feet of space and includes a variety of rooms for public service. In addition, the L/LRC provides 350 seats for the general student population and office space for 35 faculty and staff. The L/LRC includes a 48-station wireless network lab for students to use in conducting research and a tutorial center with 34 computer stations. The total number of computers for student and faculty use in the L/LRC facility is 126.

WHCL and California State University Fresno have a memorandum of understanding which provides for an interlibrary loan service between the two campus libraries.

17. Financial Resources

The funding base, financial resources, and plans for financial development are adequate to support the college mission and educational programs. The West Hills Community College District has a budget allocation process in support of college functions. On campus, a participatory budget process is very effective. Operational costs are diligently tracked and anticipated, and the district business office maintains a West Hills College Lemoore budget and fiscal accountability for the majority of programs and services offered at the college. Copies of the budget are available and are reviewed regularly.

West Hills College Lemoore is funded by property taxes and state apportionment, providing a stable if limited base to provide the financial resources necessary to operate the institution. The West Hills College Foundation works closely with the community and WHCL to provide external funding whenever possible.

18. Financial Accountability

The West Hills Community College District demonstrates financial accountability through the findings of an independent auditor secured by the West Hills Community College Board of Trustees. The independent auditor report is presented annually to the board in public session. In addition, the district has filed the required financial statements with the California Community Colleges System Office. The district adheres to board approved policies and procedures regarding all fiscal matters.

19. Institutional Planning and Evaluation

In 1995, the West Hills Community College District embarked on a comprehensive, integrated planning process to transition the Kings County Center to a full college. This process has been completed, resulting in: 1) approval by the California Community

Colleges System’s Office and the Department of Finance of Phase I and Phase II of the new campus construction, 2) approval of college status for the Kings County Center by the California Community College Board of Governors, and 3) approval of college status for the Kings County Center by the California Post Secondary Education Commission.

West Hills College Lemoore has established its own college specific program review and planning process following the district approved program review policy and procedures with a four-year program review cycle (two-year cycle for vocational programs). The governance process designates the Student Learning Committee as the committee overseeing program review and related planning. This committee reviews all the completed program reviews and makes recommendations to the Planning and Governance Council and to the West Hills Community College Board of Trustees.

20. Public Information

All information pertinent to West Hills Community College Lemoore is published in the college catalog and other appropriate places including the West Hills College Lemoore website. Items such as mission, vision, guiding principles, admission requirements and procedures, rules and regulations regarding programs and courses, degrees and certificates offered, costs and refund policies, grievance procedures, academic credential of faculty and administrators, and other items are described in these documents.

21. Relations with the Accrediting Commission

West Hills College Lemoore and the West Hills Community College Board of Trustees adhere to all eligibility requirements, accreditation standards and policies of the commission. The institution describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities.

Statement of Assurance

We certify that West Hills College Lemoore meets the eligibility requirements for accreditation.

Signed:

Date:

Don Warkentin, President
West Hills College Lemoore

Mark McKean, Board of Trustees President
West Hills Community College District

Abstract of the Standards

Institutional Mission and Effectiveness

Dialogue is exemplified in the planning retreat held to review and revise the mission statement through the planning and governance process in 2005. West Hills College Lemoore's institutional commitments are defined through a regular systematic cycle of program review process, which insures a commitment to implement and improve student learning outcomes. Evaluation, planning, and improvement are achieved through an ongoing cycle of evaluation, integrated planning, implementation, and reevaluation of campus committee products.

Student Learning Programs and Services

Institutional commitments and institutional integrity are evident in West Hills College Lemoore's instructional programs. The college is working to support student learning by developing student learning outcomes at the course, program, and degree level; institutional student outcomes are a component of the Planning and Governance Manual. Evaluation, planning, and improvement are evident in program review. Institutional integrity and commitment are addressed through the availability of student services on campus. Dialogue is strongly represented in library and learning support services. The college collaborates with other institutions or other sources for library and other learning support services for the instructional programs. This is also evidence of the college's commitment to student learning.

Resources

Through the effective use of available human, physical, technological, and financial resources, West Hills College Lemoore plans and administers a clear path toward the college's institutional student outcomes. Dialogue is evident in the area of human resources by the college's activities, which foster campus wide input into professional development and teaching needs. Institutional commitments are evident in the college's physical facilities, which show commitment to ensuring access, safety, security, and a healthy environment for the students and staff. Evaluation, planning, and improvement are evident in the planning process at the college, which allows for input from all levels of faculty, staff, and students. Organization is monitored by the Planning and Governance Council, which is informed by various other representative subcommittees. Institutional integrity is demonstrated by the college's hiring practices, which meet or exceed the requirements determined by the California Community College Board of Governors.

Leadership and Governance

Dialogue has been utilized in the planning process as West Hills Community College District transitions to become multi-college as evidenced by the planning retreats, Strategic Planning Task Force, and the collaborative and inclusive approach in

establishing the governance processes. Institutional integrity is demonstrated by the involvement of a cross-representation from all constituency groups, including staff, faculty, administrators, students, community groups, CSEA, CTA, and Academic Senate, involved in the planning processes and shared governance. Evaluation, planning, and improvement are ongoing processes of the West Hills Community College District and West Hills College Lemoore as outlined in the governance structure and board policy. The participatory governance process enables all constituents of the college to be represented in the decision-making process.

Organization of the Self Study

The intention of the West Hills Community College District Board of Trustees, administration, faculty, staff, and community has been for the Kings County Center to ultimately achieve individual and permanent college status. Land was donated for a college site, local and state bonds were approved for construction to occur on the site, and the institution developed the tools needed to prepare this self study in order to become a distinct college within the West Hills Community College District (WHCCD).

The selection of self study tri-chairs during the summer of 2004 formalized the start of preparation of this self study. Dave Bolt, CIO/Vice President of Educational Services at West Hills College Lemoore, was appointed by the college president to function as administrative tri-chair. David Rengh, Academic Senate President and CIS/Business instructor, and Jacqui Shehorn, Basic Skills/English instructor, volunteered as tri-chairs.

The self study tri-chairs mapped a timeline for all activities to be completed. The three tri-chairs also determined that the process would be best served if each accreditation standard had an administrative and faculty co-chair. Administrators and faculty were polled for co-chair positions and subsequently assigned.

With a timeline in place and standard co-chairs determined, the members of the college faculty and staff were provided a background on the accreditation process on flex day in the fall of 2004. The college asked for volunteers to work on the preparation of the self study report. Each college faculty member and staff member who attended the presentation listed the accreditation standard they wished to work on, though final assignments were subsequently determined by the self study tri-chairs in order to have equitable distribution of team members. Nearly all West Hills College Lemoore faculty and staff were involved in writing the self study report based on their interest and experience. Additionally, students were included as part of writing teams along with involvement from some adjunct faculty and community members.

During the fall of 2004, each subcommittee met with their standard co-chairs and at least one of the self study tri-chairs to discuss expectations and what needed to be accomplished. Appropriate materials were given to each member of each subcommittee to assist them in their work. The tri-chairs adapted a model designed by another college that allowed those working on each standard to avoid writing large amounts of text. Instead, the members of the work groups completed a detailed form. A model completed template was provided to assist the work groups.

Important to the process of writing each standard was the necessity of developing surveys for distribution to members of the college. With input from each standard subcommittee, surveys were created and given to staff, faculty, and students during the spring 2005 term. The results of the surveys were tabulated and shared with all members of the self study subcommittees for inclusion in the self study. Subcommittees were encouraged to incorporate any survey question that applied to their standard.

Work on drafts and review continued through the spring of 2005, during which time there were ongoing meetings of both the tri-chairs and the individual writing teams. The individual writing team meetings were attended by one of the self study tri-chairs. The purpose of these meetings was multifold: to keep the individual writing teams on track, to ensure consistency in the writing of individual standards, and to incorporate a uniform referencing system of documents, and the sharing of data and information gathered. To assist in the dissemination of this data a newsletter called Accreditation Today was written by one of the self study tri-chairs. In the final stages of the process the newsletter has served to make all faculty, staff, and administrators familiar with the contents of the self study through a series of articles and multiple question quizzes.

Communication has been the main requirement of this report from its inception. Beginning in August 2004, the tri-chairs have met on a regular basis. Also, the self study administrative tri-chair has given monthly updates to many college committees on the status of the self study report, including monthly updates to the West Hills Community College Board of Trustees via the college's president. The college has made drafts of the self study report available for viewing by any member of the district. The entire final document will also be placed electronically on the college website.

Self Study Timeline

Summer/Fall 2004

- Self study tri-chairs selected
- Drafting of timelines to complete self study
- Preliminary co-chairs of each standard notified
- Determination of self study steering committee membership
- Information meeting with college constituencies to present the "standards" used to complete the self study
- Identification of subcommittees to include full and part-time faculty, students, staff, and community members
- Regular meetings by the self study tri-chairs
- Subcommittee meetings to determine responsibilities
- Preparation of student, faculty, and staff surveys
- Document collection and storage begins
- Monthly updates given to WHCCD Board of Trustees via the President's Report
- Interviews conducted to support subcommittees
- First draft to be submitted by each standard subcommittee before January 1

Spring 2005

- Regular self study tri-chair meetings
- Monthly updates given to WHCCD Board of Trustees via the President's Report
- Self study surveys distributed to students, staff, and faculty
- Self study survey results tabulated and sent to each workgroup
- Identification and collection of document archiving

- Review of drafts by self study co-chairs and steering committee
- Interviews continue to support subcommittees

Summer 2005

- Monthly updates given to WHCCD Board of Trustees via President's Report
- Continuation of document archiving
- Presentation given to administration, self study steering committee, and co-chairs by representatives from ACCJC
- Compilation of individual standard drafts into a complete rough draft

Fall 2005

- Self study update provided to college personnel
- Continuation of meetings by the self study tri-chairs
- Organization of self study report reviewed by steering committee
- Review and update of individual standards by each standards subcommittee
- Document archiving continued
- Identification of printer
- Identification of format specialist
- Formatting of report for print
- Preparation of introductory portions of self study
- Presentation of report to college constituencies
- Placement of report on college web page
- Final revision of report sent to printer
- Publication of report
- Presentation of report to WHCCD Board of Trustees for approval
- Planning of team visit logistics
- Completion of document archives
- Mailing of report to WASC

Spring 2006

- Final preparation for team visit
- WASC site visit

Self Study Subcommittee Members

Standard One: Institutional Mission and Effectiveness

Stephanie Atkinson-Alston, Co-chair – Dean of Educational Services
Dr. Frieda Ganter, Co-chair – Faculty, Math
Julie Allvin – Faculty, Counselor
Pedro Avila – Director of Institutional Effectiveness, Planning, and Web Services
Jameson Birrell – Faculty, Math
Libra Howard – Faculty, English
Shawn Jackson – Faculty, Math
Glenda Jones – Classified Management, Administrative Assistant to the President
Fred Mahoney – Faculty, Physical Education (Retired 5/2005)
Ron Mitchell – Faculty, Art (Retired 5/2005)
Rodney Ragsdale – Faculty, Physical Education
Laura Santillian – Classified, Senior Secretary
Anna Silvestre – Classified, Program Development Assistant
Marleen Smart – Faculty, Psychiatric Technician/Nursing
Oscar Villarreal – Classified, Outreach Specialist

Standard Two: Student Learning Programs and Services

*Carlos Diniz, Co-chair – Associate Dean of Educational Services, Evening College
Neomi Daniels, Co-chair – Faculty, English
Marlon Hall – Co-chair – Interim Associate Dean of Educational Services, Evening College
James Preston, Co-chair – Faculty, Education/English
Etsel Barner – Faculty, Business
Dr. Larry Belooof – Faculty, English/Philosophy/Speech
Susie Briones – Classified, Academic Advisor
Kim Castagna – Faculty, Math
Rose Denberg – Classified, Financial Aid Assistant
Marty Ennes – Faculty, Speech/English
Aimee Frietas – Classified, Bookstore Assistant
Bob Gibson – Faculty, Math
William Gradis – Adjunct Faculty, Biology
Veronica Grijalva – Classified, Advising Specialist
Tiffany Hernandez – Classified, Financial Aid Assistant
Willie Lee – Student
Bernard Navarro – Faculty, Sociology/HRCM
Dave Neer – Faculty, Physical Education/Biology
Scott Oaks – Faculty, Radiologic Technology
Rene Sanchez – Faculty, History
Adrienne Simas – Classified, Learning Skills Program Assistant
Elva Torres – Classified, Secretary
Linda Vang – Faculty, Sociology
Tracy Wertenberger – Classified, Senior Secretary
Jan Young – Classified, Student Services Assistant

Standard Three: Resources

Vince Montoya, Co-chair – Director of Maintenance, Operations, and Auxiliary Services
Ron Oxford, Co-chair – Faculty, Librarian
Brian Abela – Faculty, Chemistry
David Babb – Faculty, Biology
Eric Christenson – Faculty, Biology/Nutrition
Terry Davis – Faculty, Administration of Justice
Bob Hall – Faculty, Geography
Dr. Bob Holmes – Faculty, Chemistry
Donna Jimenez – Classified, Senior Secretary
Susan Kincade – Dean of Learning Resources
Brian Kron – Faculty, Business/Computer Information Systems
Stephen Lahmann – Adjunct Faculty, Biology
Lupe Luna – Classified, Senior Secretary
Kristin Olivares – Classified, Senior Secretary
Monte Paden – Faculty, Computer Information Systems/Business/Economics
David Reynolds – Adjunct Faculty, Philosophy/English/Humanities
Joe Savopolos – Classified, Distance Learning Operations Manager
Lenore Simonson – Classified, Educational Technology Specialist
Bob Smith – Adjunct Faculty, English

Standard Four: Leadership and Governance

Jose Lopez, Co-chair – Dean of Student Services
Joyce Smyers, Co-chair – Faculty, EOPS/DSPS Director/Counselor
Francess Andrade – Classified, Library Technician
Priscilla Balcazar – Classified, Student Services Assistant
Dr. Clifton Harris – Faculty, Biology/Nutrition
Susanne Heskett – Faculty, DSPS
Teresa Macias-Quilici – Classified, Advising Specialist
Michael McDowell – Faculty, Art/Humanities
Mark Millet – Classified, PC & LAN System Specialist
Bobby Ramirez – Student
David Rengh – Faculty, Computer Information Systems/Business
Kurt Sterling – Faculty, Biology
Cheryl Stivers – Classified, Advising Specialist
Angela Tos – Faculty, Counselor
Brandy Wilds – Adjunct Faculty, English
Kevin Wilds – Adjunct Faculty, Political Science

* Mr. Diniz served as co-chair of Standard II until he assumed a new position at West Hills College Coalinga in August 2005. At that point, he was replaced by Ms. Daniels, who has been serving as the co-chair under Standard II.

Background

West Hills College Lemoore (WHCL) is part of the West Hills Community College District (WHCCD), which also includes West Hills College Coalinga (WHCC), the North District Center in Firebaugh, and classrooms at the Lemoore Naval Air Station. The WHCC campus has college status, and WHCL is seeking accreditation as the second college within the WHCCD.

The district serves large portions of Kings County, Fresno County, and parts of San Benito, Monterey, and Madera counties. With San Francisco, Los Angeles, national parks, and the California central coast all within an easy drive, West Hills College Lemoore is ideal for students who like to explore all that central California has to offer.



The West Hills Community College District seeks official stand-alone college status for the West Hills College Lemoore campus. The California Community College Board of Governors approved the Kings County Center's request for full college status on September 10, 2001. The California Postsecondary Education Commission gave formal approval at its February 2002 meeting. The new college will be known as West Hills College Lemoore.

The Accreditation Review for the Kings County Center was submitted in October 2001. With college status, the West Hills Community College District would transition from one college in Coalinga and two centers (Firebaugh and Lemoore) to two colleges (Lemoore and Coalinga) and one center located in Firebaugh. District functions will be separated from college functions. West Hills College Lemoore will have its own processes, consistent with the district, including mission and vision, faculty and staffing, student activities, and instruction. Indeed, many of these changes have already occurred.

The planning process for this change has been underway at West Hills Community College District for the past nine years. The district has followed its normal strategic planning processes, involving trustees, administration, faculty, staff, and community members. A Needs Study was conducted and a report compiled in May 2001; this study considered the following:

- WHCCD enrollment and weekly student contact hours and full time equivalent students projections through the year 2015
- Analysis of alternatives to college status
- Serving underrepresented students
- Possible effects on adjoining districts and other institutions
- Academic planning and program justification
- Capital outlay schedule and consideration of needed funding
- Emerging California Postsecondary Education Commission criteria related to collaboration

The study concluded that the proposed change was consistent with the district institutional mission, and indeed would benefit the district as a whole. The change has been approved by all appropriate bodies: the WHCCD Board of Trustees, the California Community College Board of Governors and the California Postsecondary Education Commission. An illustration of public support within the district occurred in 1998 when WHCCD residents passed a \$19 million General Obligation Bond to provide partial funding for the new campus in Lemoore and to remodel existing classrooms in Coalinga and Firebaugh. The Governor's budget for fiscal year 2001-2001 earmarked an additional \$18,092,000 for site development on the Lemoore Campus, first phase construction, and equipment for the new campus.

The planning process determined that there would be no negative effect on the enrollment or the fiscal viability of the Coalinga campus, or the district as a whole. There are several factors contributing to the benefits of the change:

1. *Distance between campuses:* Forty miles separate the Coalinga campus and the Lemoore campus, and there is no reliable source of public transportation between the two. This factor is compounded by the region's high poverty rates and the fact that most students do not have access to transportation for longer distances. The new West Hills College Lemoore campus will not draw students from West Hills College Coalinga, just as the Kings County Center did not draw students from Coalinga.
2. *Specialized courses:* Core general education coursework will continue to be offered at all WHCCD campuses. However, West Hills College Coalinga will continue to offer several features not available at Lemoore. Many of these programs have been specifically developed for the Coalinga area: agriculture, heavy equipment, and performing arts.
3. *Unmet need:* Enrollment at the Coalinga campus has increased by 100% in the past ten years. However, research indicates that the numbers of students who attend college is disturbingly low, pointing to an unmet need for college education in the area. A new president of West Hills College Coalinga was hired in February 2002 and is able to direct increased outreach efforts in the community to recruit students.
4. *Projected growth of Coalinga:* Recently there has been a significant investment in the Coalinga area in the form of a new California mental health facility. This project brings large workforces and their families to the Coalinga area. It is expected that this new population will also increase enrollment at the Coalinga College.

There are adequate resources to initiate, maintain and monitor the change and assure quality. In planning for the additional campus, district trustees have revised the organization structure in order to provide appropriate support for a two-college system.

Faculty at the two colleges are also already in place. Each college has a core faculty in sufficient numbers to offer existing programs with approximately 10% of faculty serving at either or both of these locations. It must be noted that the faculty collective bargaining agreement provides that faculty be allowed to teach at any district location; this agreement is presently in the best interests of both the district and faculty and will be continued.

The West Hills Community College District is currently a very financially stable institution. The board of trustees has directed staff to maintain a five percent reserve. At the November 13, 2001 board meeting, a resolution was passed by the board to create and maintain a separate reserve out of the general fund for these dollars.

Finally, it must be noted that ethnic minorities have been historically underrepresented as students in the region served by the West Hills Community College District. The barrier of transportation and distances over 30 miles to a community college campus have had a negative effect on the participation rate of all adult groups with devastating results on the Hispanic and Native American populations. The district was awarded \$1.6 million from

the College Assistance Migrant Program to provide direct assistance to these students. Because college status increases the visibility and credibility of the institution, we anticipate being able to attract more students from the underserved population.

History of the Institution

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

In 1991, after considerable deliberations and public hearings, the California Community College Board of Governors adopted a staff recommendation naming the Kings County Center of the West Hills College as the official, permanent education center to serve the Lemoore/Hanford area. In August of 1992 CPEC agreed with the BOG actions, thereby confirming that 1) the WHCCD service area extended beyond its territorial boundaries, and 2) the center was eligible for state capital outlay funding. Since that time, the California Community Colleges System Office enrollment forecast for the WHCCD has included Lemoore and Hanford areas.

During the same period it became increasingly evident that the 15-acre site for the Kings County Center would not have the capacity to serve the influx of students that would descend upon it in the mid-1990s and beyond. A search for additional space climaxed with a developer donation of appropriately one hundred acres in 1998. The site will be part of an eleven hundred acre College Park development.

In 1998, residents of the West Hills Community College District approved a \$19 million West Hills College bond, Measure G, for facility upgrades to the Coalinga and Firebaugh campuses, and new construction for the Lemoore campus. In Kings County, the measure was approved by 70 percent of the votes. This bond measure, coupled with bond monies from Proposition 1A, which passed statewide, allowed the college to begin making the dream of a college in Lemoore a reality. 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 with the entire donation exceeding 100 acres. Groundbreaking began shortly after the revised agreement was accepted, and West Hills College Lemoore opened its doors to students on January 14, 2002. When fully completed, West Hills College Lemoore will have capacity for over 6,000 FTEs.

Small class sizes and the latest in science and technology facilities are features of West Hills College Lemoore. The new West Hills College Lemoore campus – a project whose completed first phase cost approximately \$1 million less than budgeted – features the

largest and most technologically advanced library in Kings County, 18 lecture classrooms, computer labs, and three science laboratories (an award winning concept that is being replicated at other colleges).

The needs of the Lemoore area have led to the development of new coursework not found at either the Coalinga Campus or the North District Center. Advisory committees for the Lemoore occupational education programs recommended the addition of new programs, for example in gaming and hospitality. The Lemoore community enthusiastically supports the expansion and improvement of its campus and curriculum. With college status and mission and vision specific to this college, further development of appropriate curriculum will be facilitated. In addition, funding for the college—both local and state—will be more readily developed.

Associate degrees and/or certificate programs are offered in a variety of vocational and non-vocational areas. Students also are able to benefit from available technology by enrolling in a significant number of classes in an online format. The online format allows for students to access class materials at their convenience and minimizes potential employment or family conflicts. Students are able to earn a bachelor's degree through California State University Fresno while attending classes at the Lemoore site.

Besides the partnership with California State University Fresno, other impressive partnerships have been developed in the community with the Lemoore Elementary School District University Charter School and the Lemoore High School Middle College High School program. The expansion and creation of the new campus site has generated significant energy in the community. Official college designation will bring the credibility to the efforts and enable community support to be sustained and expanded.

Lemoore Naval Air Station

In addition the college is responsive to the needs of Lemoore Naval Air Station (LNAS), which is located five miles from the West Hills College Lemoore campus. With a base resident population of over 7,000 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. West Hills College Lemoore seeks to offer courses to meet the spectrum of requirements and works closely with base officials to select and design these courses. Online classes allow active duty personnel to schedule courses around their busy work schedules. WHCL is an active participant in LNAS activities, including special ceremonies and graduation. The college considers LNAS a strong education partner at all levels.

While many military bases have been closed or downsized in the past decade, LNAS 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 WHCL 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 West Hills College Lemoore classes and activities is a significant resource to college faculty and staff. Some military personnel lack the education necessary for advancement, and the college is able to provide them with classes that increase their ability to succeed. In addition, many highly educated, world-traveled military personnel seek coursework to enhance their education. The college seeks to respond to this need through LNAS 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 LNAS is invaluable.

Demographics

The service area of West Hills Community College District consists of several small communities along the west side of the San Joaquin Valley. Eighty-seven percent of students who attend WHCL live in communities within Kings County, and 11% live in Fresno County.

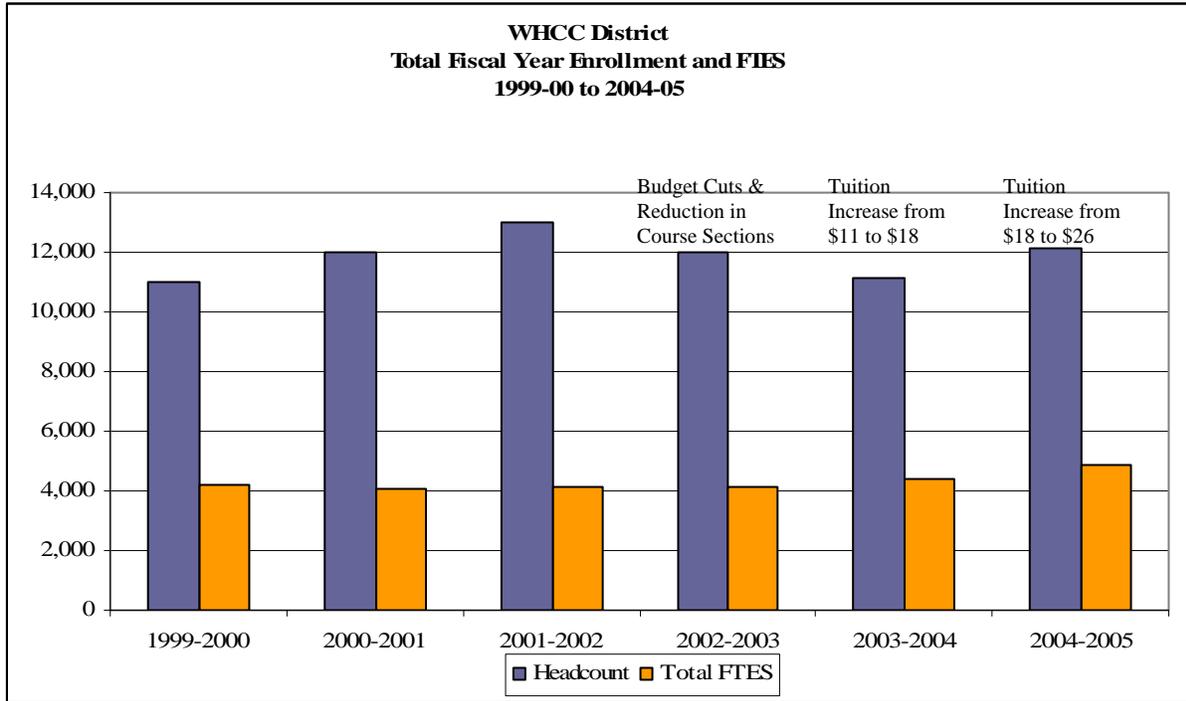
Approximately 1,500 students received some form of financial aid in the fall of 2005. Approximately \$832,000 was awarded. Many students received full awards of \$2,515 for the semester.

In the course of preparing its self study, students, faculty, administrators and staff were asked to respond to a questionnaire. The student survey was conducted in April 2005; 1,305 students responded to the survey, representing a 50% response rate. Surveys show that about half (54%) of students are seeking a certificate, and about one-fourth (23% each) of students are attending WHCL to earn an AA or AS degree or for job training.

The educational plan for WHCL reflects the existence of two major sub-populations of students: 1) the more traditional, younger students focusing on general education and transfer programs and entry level vocational programs, and 2) working, older adult students, including many single parents. Military personnel and their dependents constitute another population of students. WHCL provides access to these student populations in a variety of delivery systems, including traditional programs, flexible class scheduling and support services, varied instructional modalities, and online courses and services.

Student Access

WHCC District Student Headcount and Full Time Equivalent Students



Year	Headcount	% Change	Total FTES	% Change
1999-2000	10,982		4,224.6	
2000-2001	12,002	9.29	4,080.1	-3.42
2001-2002	13,023	8.51	4,136.4	1.38
2002-2003	12,000	-7.86	4,137.5	0.03
2003-2004	11,157	-7.03	4,403.7	6.43
2004-2005	12,156	8.95	4,858.8	10.33

Sources:

California Community Colleges State Office Data Mart

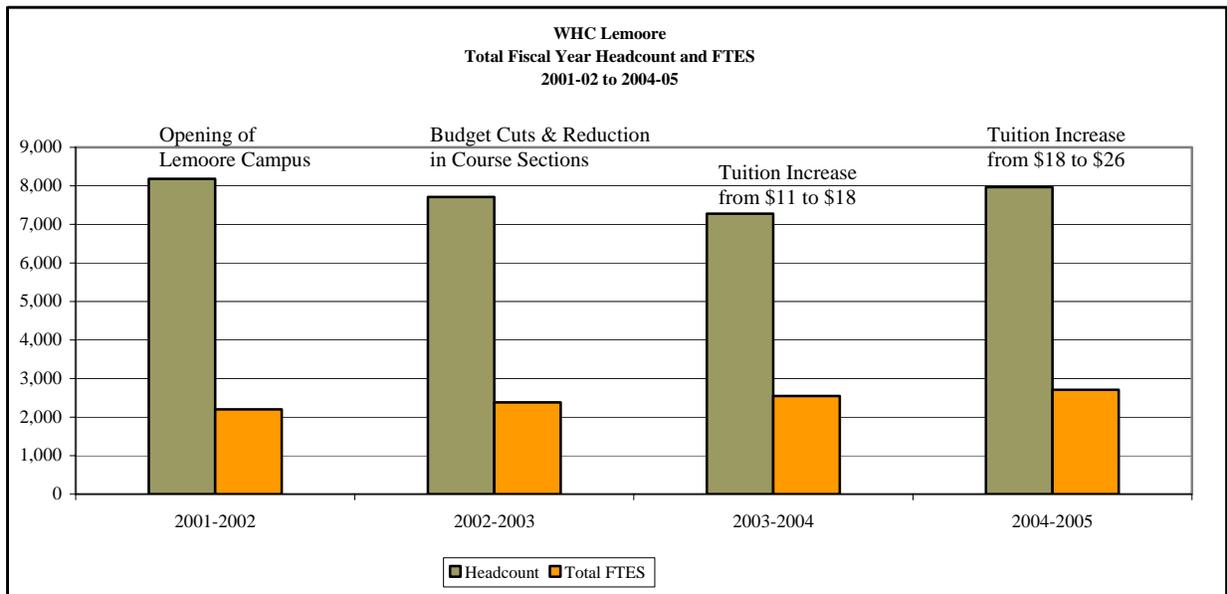
California Community Colleges State Office Report "Impact of Student Fee Increase and Budget Changes on Enrollment and Financial Aid in the California Community Colleges".

District student headcount enrollment is unduplicated by term. A student who enrolled in multiple WHCCD locations is counted as one unduplicated student.

Enrollment decline from FY 2002-03 through 2003-04 reflects budget cuts, tuition increase, and reduction in course sections throughout that period. According to the California Community Colleges System Office, the California Community Colleges have experienced a loss of 3.1% and 3.4% in student headcount during the fall and spring of 2003 respectively.

WHCCD student headcount has increased by 8.95% between FY 2003-04 and 2004-05. FTES growth has remained positive from 2000-01 through 2004-05. This is accounted to effective enrollment management during budget cuts and reduction of courses.

WHC Lemoore Student Headcount and Full Time Equivalent Students



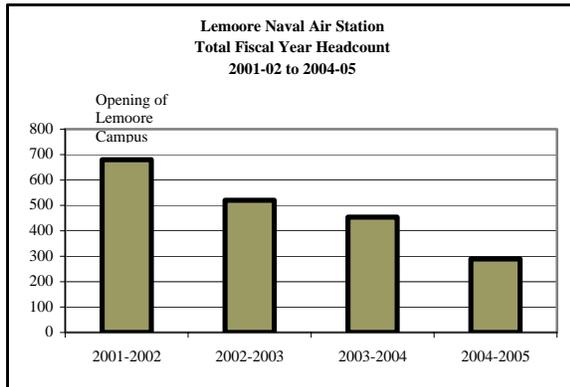
Year	Headcount	% Change	Total FTES	% Change
2001-2002	8,184		2,200.5	
2002-2003	7,713	-5.76	2,380.5	8.18
2003-2004	7,277	-5.65	2,548.1	7.04
2004-2005	7,969	9.51	2,707.4	6.25

Sources: WHCCD Data Warehouse & CCFS 320 Report

WHC Lemoore student headcount enrollment is unduplicated by term. Enrollment includes students from all locations related to WHC Lemoore (on-campus, off-campus, online, & LNAS). Students enrolled at both WHC Coalinga and WHC Lemoore are counted as separate enrollments at each college.

Enrollment decline from FY 2002-03 through 2003-04 reflects budget cuts, tuition increase, and reduction in course sections throughout that period. Budget cuts and course reductions did not affect the number of FTES generated. FTES growth remained positive from FY 2000-01 through 2004-05 due to effective enrollment management.

WHC LNAS Student Headcount

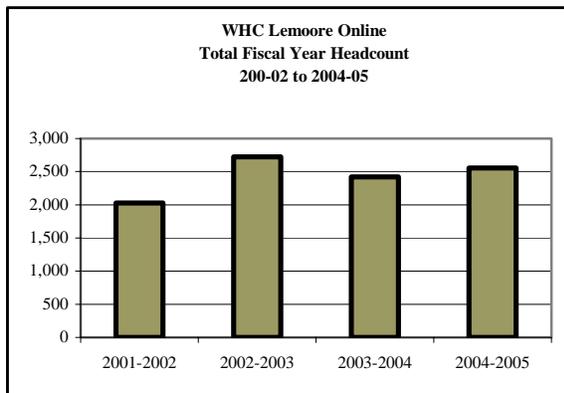


Source: WHCCD Data Warehouse

Year	Headcount	% Change
2001-2002	680	
2002-2003	520	-23.53
2003-2004	454	-12.69
2004-2005	289	-36.34

LNAS student headcount includes all students enrolled in at least one unit at the Lemoore Naval Air Station. Many factors account for the decrease in enrollment at LNAS. The opening of the new Lemoore campus has attracted military students to enroll in courses at the new campus. Other factors include: increased popularity of online courses, changes in military tuition assistance, and deployment.

WHCL Online Student Headcount



Source: WHCCD Data Warehouse

Year	Headcount	% Change
2001-2002	2,026	
2002-2003	2,724	34.45
2003-2004	2,419	-11.20
2004-2005	2,552	5.50

WHCL online student headcount includes all students enrolled in at least one unit of online instruction. As stated earlier, student headcount decline from FY 2002-03 through 2003-04 reflects budget cuts, tuition increase, and reduction in course sections throughout that period. Online student headcount has increased by 5.5% from FY 2003-04 to 2004-05.

Prior to summer of 2004 all online courses within WHCCD were offered by WHC Lemoore. WHC Coalinga began to offer online courses in the summer of 2004. The enrollment process (Datatel) and online course system (Blackboard) are integrated to allow students from all WHCCD locations to enroll in Lemoore or Coalinga online courses seamlessly.

WHCL Fall Enrollments by Curricular Area

Academic Area	Fall 01	Fall 02	Fall 03	Fall 04	Fall 01 to Fall 04 % Change
Administration of Justice	477	426	341	395	-17.19
Art	125	150	168	244	95.20
Biology	200	311	355	476	138.00
Business	539	588	557	513	-4.82
Chemistry	61	61	43	96	57.38
Child Development	247	389	225	364	47.37
Computer Information Systems	543	640	538	461	-15.10
Economics	182	180	116	93	-48.90
Education	0	35	46	88	NA
Education Assistant	65	63	98	78	20.00
Emergency Medical Technician	24	38	39	37	54.17
English	695	944	874	910	30.94
English as a Second Language	35	22	15	25	-28.57
Foreign Language Spanish	117	116	124	122	4.27
Geography	262	293	243	242	-7.63
Geology	32	0	24	26	-18.75
Guidance Studies	7	11	39	59	742.86
Health Education	341	317	361	417	22.29
Health Science	3	40	47	106	NA
History	453	439	523	545	20.31
Hotel, Restaurant, & Casino Mgt.	342	0	156	121	-64.62
Humanities	65	91	134	205	215.38
Interdisciplinary Studies	102	147	150	136	33.33
Math	729	859	822	911	24.97
Music	59	113	100	177	200.00
Non-Credit	202	496	551	842	316.83
Nutrition	47	83	86	118	151.06
Performing-Arts	44	37	37	35	-20.45
Philosophy	62	91	61	31	-50.00
Physical Education	415	379	277	360	-13.25
Physical Science	0	29	31	31	NA
Physics	0	0	0	10	NA
Political Science	210	220	195	209	-0.48
Psychology	394	390	323	294	-25.38
Social Science	38	53	41	73	92.11
Sociology	177	243	163	251	41.81
Speech	158	201	185	244	54.43
Work Experience	72	60	60	40	-44.44

Source: WHCCD Data Warehouse

WHCL Full Time Equivalent Student (FTES) by Curricular Areas

Subject	2001-2002	2002-2003	2003-2004	2004-2005	2001-02 to 2004-05 % Change
Administration of Justice	95.02	85.62	89.31	87.31	-8.11
Art	42.56	53.49	54.01	75.78	78.05
Biology	106.72	162.60	191.00	256.70	140.54
Business	120.02	101.26	122.30	107.92	-10.08
Child Development	55.02	54.06	54.48	63.45	15.32
Chemistry	13.73	16.13	20.10	32.69	138.09
Computer Information Systems	156.97	157.13	108.06	117.08	-25.41
Diesel Technology	12.90	24.77	0.00	NA	NA
Education Assistant	14.86	10.01	8.56	6.48	-56.39
Economics	36.54	42.65	36.76	24.62	-32.62
Education	0.00	12.48	14.94	18.24	NA
Emergency Medical Technician	12.83	18.20	19.13	18.90	47.31
English	184.13	215.90	229.86	228.27	23.97
English as a Second Language	13.69	6.30	6.84	6.50	-52.52
Foreign Language Spanish	34.90	31.43	31.83	38.92	11.52
Geography	77.89	75.25	74.34	79.69	2.31
Geology	2.59	0.00	10.40	20.22	680.69
Guidance Studies	1.80	2.80	9.22	14.12	684.44
Health Education	62.35	62.52	68.41	87.20	39.86
History	98.65	134.48	119.25	122.55	24.23
Hotel, Restaurant, & Casino Mgt.	68.85	20.18	55.97	54.82	-20.38
Health Science	0.49	6.95	8.69	18.13	NA
Humanities	15.85	21.23	30.65	45.16	184.92
Interdisciplinary Studies	25.04	16.46	18.59	17.94	-28.35
Math	223.90	258.89	265.59	286.84	28.11
Music	13.53	22.70	23.23	37.03	173.69
Non-Credit	308.19	370.74	472.04	449.62	45.89
Nutrition	12.20	17.20	17.20	27.60	126.23
Performing-Arts	6.00	7.50	3.70	3.50	-41.67
Physical Education	145.95	65.79	112.52	85.76	-41.24
Philosophy	15.28	20.98	16.22	10.22	-33.12
Physical Science	8.83	14.73	19.77	14.37	62.74
Physics	0.00	0.00	0.00	3.00	NA
Political Science	49.06	54.19	50.62	50.08	2.08
Psychology	67.79	98.50	80.94	73.13	7.88
Sociology	47.13	57.21	46.61	59.96	27.22
Social Science	8.30	8.80	8.21	8.69	4.70
Speech	34.88	46.75	44.14	48.35	38.62
Work Experience	5.79	4.53	4.20	4.36	-24.70
Total	2,200.23	2,380.41	2,547.69	2,705.20	22.95

Source: WHCCD CCFS 320 Report

Occupational Courses (Duplicated) Enrollment by Location

Year	Lemoore	% Change	NAS	% Change	Online	% Change
2001-2002	5,113		358		891	
2002-2003	3,687	-27.89	185	-48.32	1175	31.87
2003-2004	3,741	1.46	120	-35.14	892	-24.09
2004-2005	4,089	9.30	39	-67.50	716	-19.73

Sources: WHCCD Data Warehouse

California Community Colleges State Office Report "Impact of Student Fee Increase and Budget Changes on Enrollment and Financial Aid in the California Community Colleges".

Occupational course enrollments include courses identified as "advanced occupational", "clearly occupational", and "possibly occupational." WHCL experienced a -27.89% change in vocational course enrollment during the FY 2002-03. According to the California Community Colleges State Office, as a result of budget cuts during FY 2002-003, the California Community College System reduced its occupational course offerings by 7.5%.

Vocational course enrollments for WHCL have increased during the past two fiscal years. Enrollments in this area are expected to grow with the expansion of the Hotel, Restaurant, and Casino Management Program and the addition of a culinary component in spring 2005.

WHCL Basic Skills (Duplicated) Enrollment

Year	English	% Change	ESL	% Change	Math	% Change
2001-2002	302		97		82	
2002-2003	360	19.21	52	-46.39	94	14.63
2003-2004	401	11.39	41	-21.15	50	-46.81
2004-2005	416	3.74	39	-4.88	92	84.00

Source: WHCCD Data Warehouse

Enrollments for Basic Skills English have increased by 37% since FY 2001-02. ESL enrollments have experienced a decline at all locations throughout the district. Fewer Basic Skills math courses were offered during FY 2003-04.

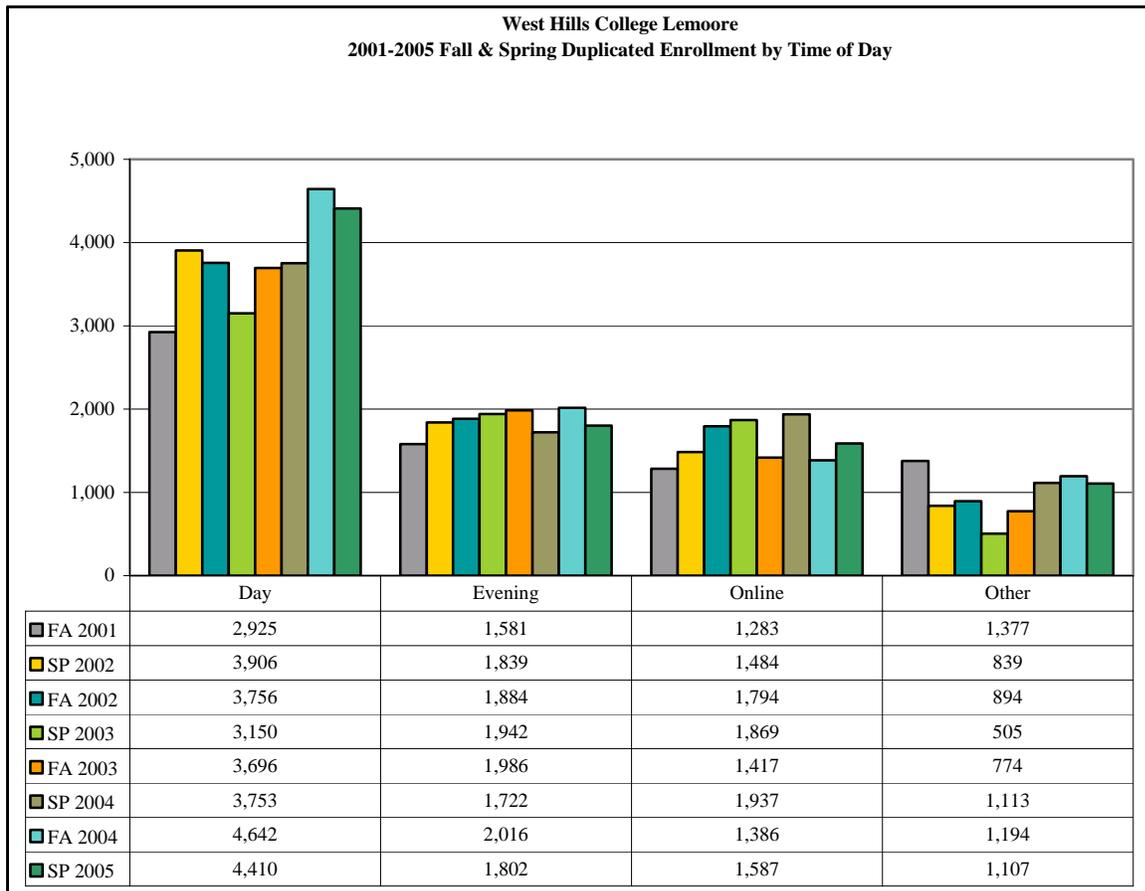
WHCL Online Basic Skills Math (Duplicated) Enrollment

Year	Enrollment	% Change
2001-2002	115	
2002-2003	93	-19.13
2003-2004	41	-55.91
2004-2005	94	129.27

Source: WHCCD Data Warehouse

Due to budget cuts Basic Skills math was not offered online during the spring of 2004, therefore causing a -55.91 change in online Basic Skills math enrollment during FY 2003-04.

WHCL Duplicated Enrollment by Time of Day

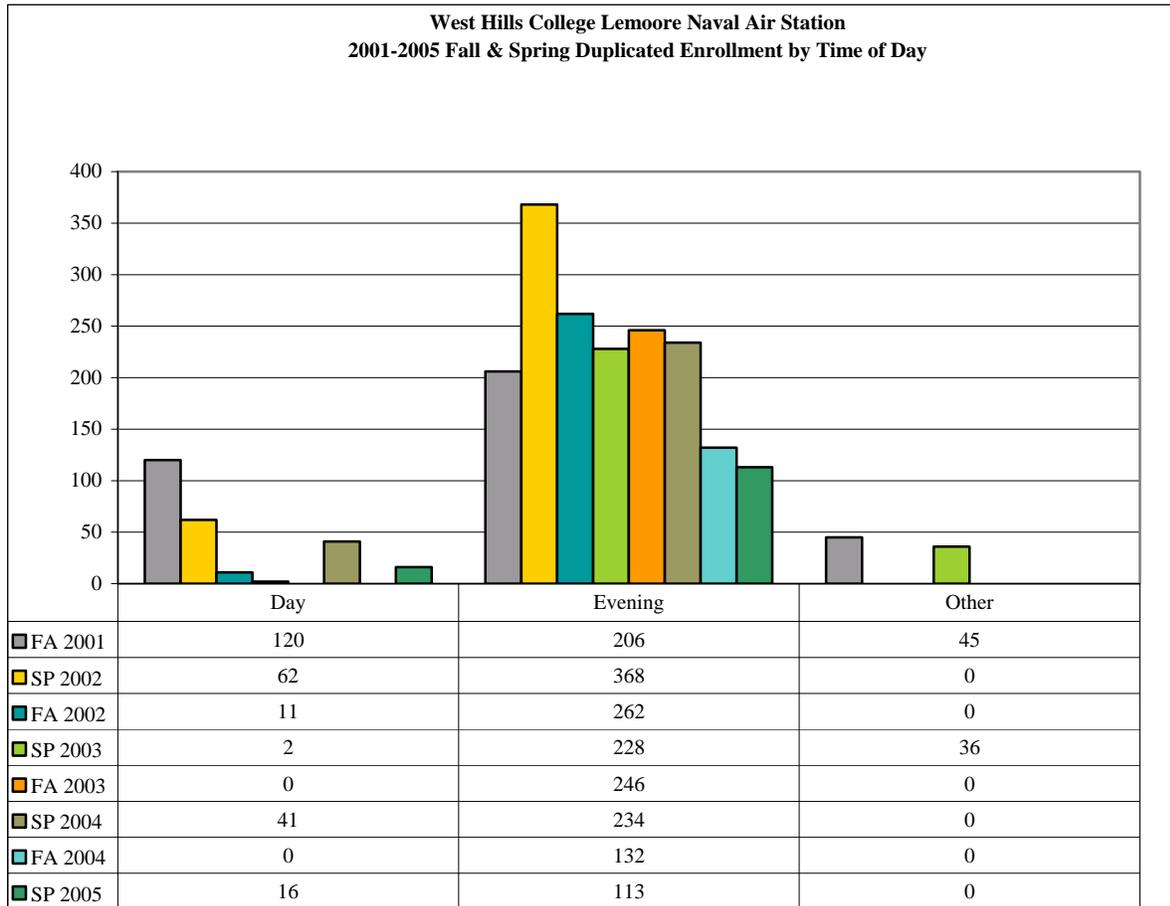


Source: WHCCD Data Warehouse

Day course enrollments are based on courses offered prior to 4:30 p.m. Day course enrollments for WHCL have exhibited growth. There has been a 59% increase in day-time enrollments from fall 2001 to fall 2004 and a 13% increase in daytime enrollments from spring 2002 to spring 2005. This growth is a reflection of a constant increase in the number of full-time students from FY 2001-02 to 2004-05.

Spring 2003 decline in daytime enrollments was related to budget cuts that led to reduction in course sections offered. Evening enrollments have remained steady during the past five years. Course enrollments categorized as “Other” include weekend courses and computer lab courses without a specified time.

WHC Lemoore Naval Air Station Enrollment by Time of Day



Source: WHCCD Data Warehouse

Day course enrollments are based on courses offered prior to 4:30 pm. Course enrollments categorized as “Other” include weekend courses and computer lab courses without a specified time. Evening courses are the most popular amongst students located at the Lemoore Naval Air Station.

As stated earlier, many factors account for the decrease in enrollment at LNAS. The opening of the new Lemoore campus has attracted military students to enroll in courses at the new campus. Other factors include increased popularity of online courses, changes in military tuition assistance, and deployment.

WHCCD Feeder High Schools Demographics

2004	Enrollment	White (%)	African American (%)	Hispanic (%)	Asian (%)	Pacific Islander (%)	Filipino (%)	American Indian %	Multi-Racial (%)
Lemoore High	1,970	43.2	8.5	35.7	1.6	0.3	7.8	2	0.9
Hanford High	1,749	49.7	4.5	42	1.7	0.1	1	0.7	0.2
Hanford West High	1,731	33.6	10.4	47.4	2.5	0.2	2.4	0.6	2.8
Coalinga High	1,117	26.1	0.8	70.8	0.5	0.3	0.1	0.3	1.2
Corcoran High	890	15.3	3.6	79.8	0.8	0.1	0.5	0	0
Firebaugh High	707	7.9	0.6	91.4	0	0	0	0	0.1
Caruthers High	580	22.4	0.7	70	6.9	0	0	0	0
Mendota High	578	1.2	0.2	98.3	0.2	0	0	0.2	0
Avenal High	569	4	1.1	94.9	0	0	0	0	0
Riverdale High	516	21.1	2.1	76.6	0.2	0	0	0	0
Tranquility High	491	3.5	0.2	95.1	1.2	0	0	0	0
Laton High	214	21.5	0.5	75.7	0.5	0.5	1.4	0	0

Source: www.schoolmatters.com

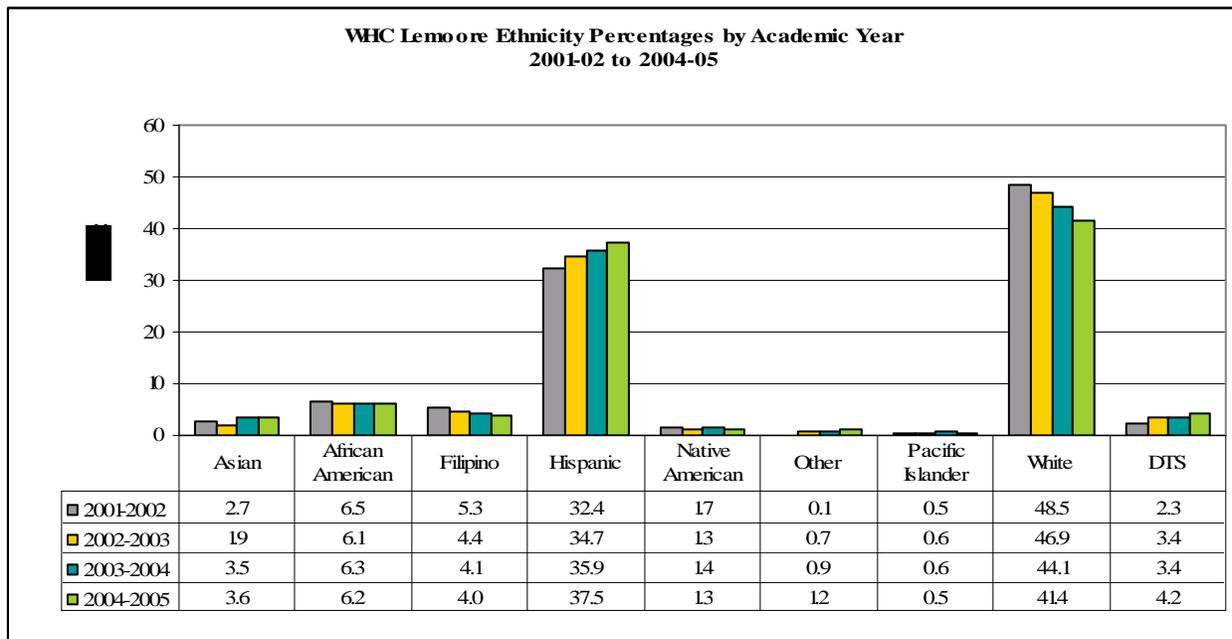
WHCL Fall 2004 Freshmen Enrollment by High School

High School	Count	Percent
Other High Schools	443	48.9
Hanford High School	134	14.8
Hanford West High School	101	11.1
Lemoore High School	99	10.9
Corcoran High School	39	4.3
Out of State High School	23	2.5
Riverdale High School	17	1.9
Avenal High School	14	1.5
Laton High School	12	1.3
Tranquility High School	9	1.0
Coalinga High School	8	0.9
Caruthers High School	3	0.3
Firebaugh High School	2	0.2
Mendota High School	2	0.2
Total Freshmen	906	
Number of Feeder High Schools	267	

Source: WHCCD Data Warehouse

During the fall of 2004 WHCL admitted 906 freshmen students from 267 different high schools. Hanford and Lemoore high schools accounted for 36.8% of freshmen enrollments at WHCL. All other high schools located within the district's service area accounted for 14.3% of freshmen enrollments. The majority of freshmen students (48.9%) came from high schools located outside of the district's service area.

WHCL Student Populations: Distribution by Ethnicity (Percentages)



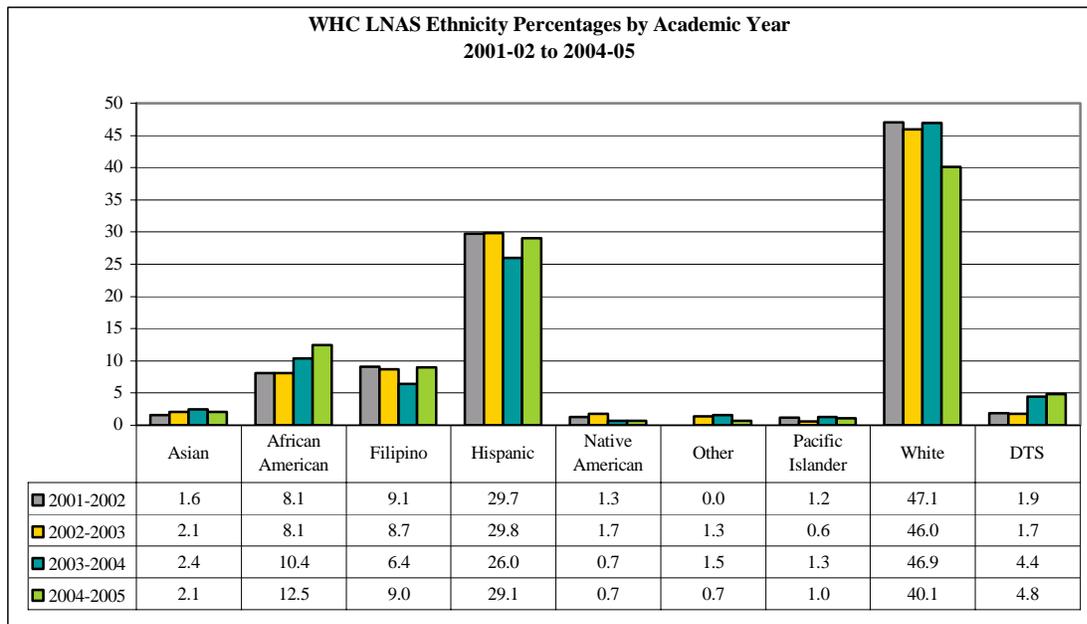
Ethnicity	2001-2002		2002-2003		2003-2004		2004-2005		2001-02 to 2004-05	
	#	%	#	%	#	%	#	%	# Change	% Change
Asian	222	2.7	147	1.9	252	3.5	290	3.6	68.0	30.63
African American	532	6.5	472	6.1	455	6.3	495	6.2	-37.0	-6.95
Filipino	432	5.3	342	4.4	297	4.1	317	4.0	-115.0	-26.62
Hispanic	2,649	32.4	2,677	34.7	2,612	35.9	2,987	37.5	338.0	12.76
Native American	137	1.7	100	1.3	99	1.4	107	1.3	-30.0	-21.90
Other	10	0.1	51	0.7	63	0.9	98	1.2	88.0	880.00
Pacific Islander	42	0.5	43	0.6	43	0.6	36	0.5	-6.0	-14.29
White	3,968	48.5	3,618	46.9	3,208	44.1	3,301	41.4	-667.0	-16.81
DTS	192	2.3	263	3.4	248	3.4	338	4.2	146.0	76.04
Total	8,184		7,713		7,277		7,969			

Sources: WHCCD Data Warehouse

California Community Colleges State Office Report "Impact of Student Fee Increase and Budget Changes on Enrollment and Financial Aid in the California Community Colleges".

The data above reflects the proportion of ethnic groups at WHCL. The greatest growth in student headcount was experienced by Hispanics, with an enrollment increase of 338 (+12.76% change) students during FY 2001-02 to 2004-05. During that same time period, White students experienced the greatest decline in unduplicated enrollment, with a decrease of 667 (-16.81% change) students. According to the California Community Colleges State Office, budget cuts, and increased tuition during the spring and fall of 2003 decreased participation rates of all ethnic groups. Native American (-16.2%) and White (-10.1%) student populations showed the largest drops in participation rates within the California Community College System.

WHC LNAS Student Populations: Distribution by Ethnicity (Percentages)

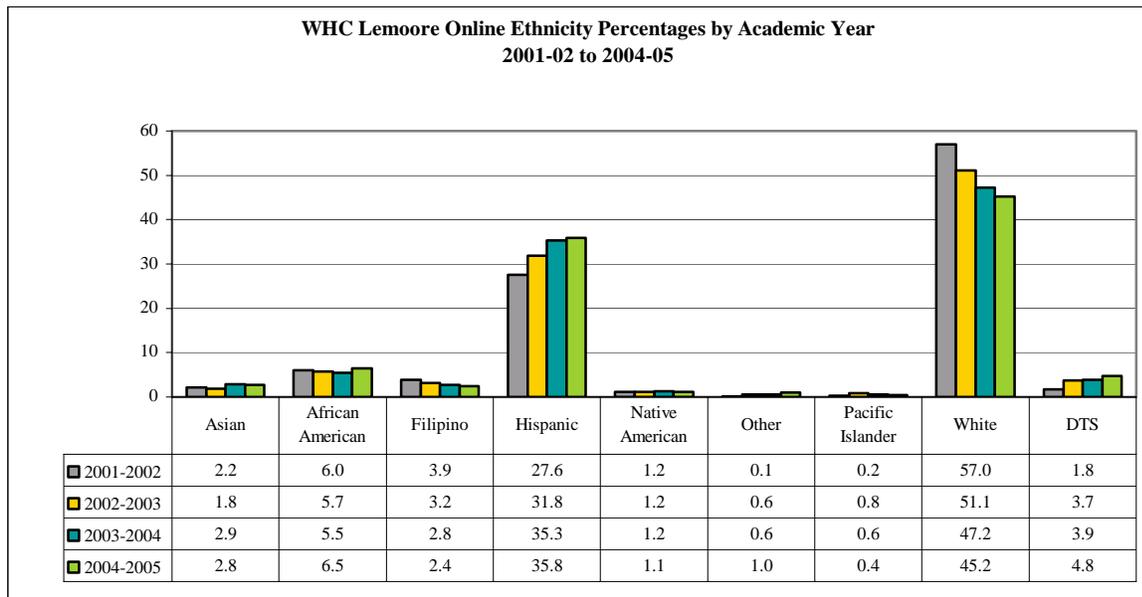


Ethnicity	2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%
Asian	11	1.6	11	2.1	11	2.4	6	2.1
African American	55	8.1	42	8.1	47	10.4	36	12.5
Filipino	62	9.1	45	8.7	29	6.4	26	9.0
Hispanic	202	29.7	155	29.8	118	26.0	84	29.1
Native American	9	1.3	9	1.7	3	0.7	2	0.7
Other	0	0.0	7	1.3	7	1.5	2	0.7
Pacific Islander	8	1.2	3	0.6	6	1.3	3	1.0
White	320	47.1	239	46.0	213	46.9	116	40.1
DTS	13	1.9	9	1.7	20	4.4	14	4.8
Total	680		520		454		289	

Source: WHCCD Data Warehouse

The data above reflects the proportion of ethnic groups at WHC Lemoore Naval Air Station. Most ethnic groups have experienced a decline in unduplicated enrollments during FY 2001-02 to 2004-05.

WHCL Online Student Populations: Distribution by Ethnicity (Percentages)



Ethnicity	2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%
Asian	44	2.2	49	1.8	70	2.9	71	2.8
African American	122	6.0	156	5.7	132	5.5	166	6.5
Filipino	79	3.9	86	3.2	67	2.8	62	2.4
Hispanic	559	27.6	867	31.8	855	35.3	914	35.8
Native American	24	1.2	32	1.2	30	1.2	29	1.1
Other	2	0.1	17	0.6	14	0.6	25	1.0
Pacific Islander	5	0.2	23	0.8	15	0.6	10	0.4
White	1,155	57.0	1,392	51.1	1,141	47.2	1,153	45.2
DTS	36	1.8	102	3.7	95	3.9	122	4.8
Total	2,026		2,724		2,419		2,552	

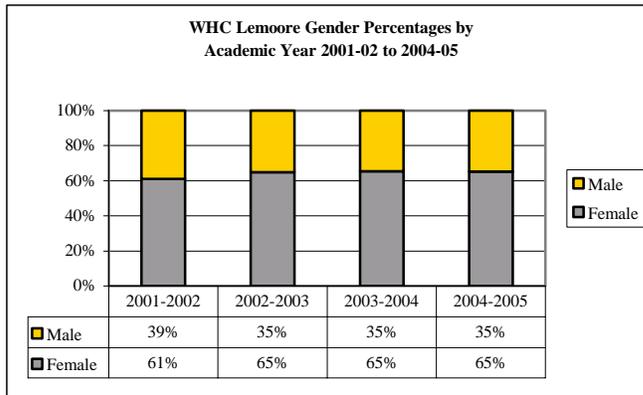
Source: WHCCD Data Warehouse

Ethnic trends for online courses have become similar to those of traditional courses. Approximately 90% of students taking online courses are also enrolled in at least one traditional course.

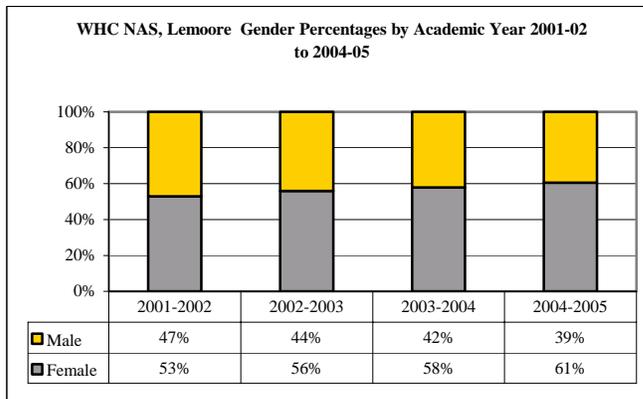
A survey, aimed at collecting information on students' computer and Internet access, was administered in the summer and fall of 2005. The survey was included as an optional section in the college admission application. The survey was completed by 370 WHCL students, equating to approximately 11% (4.8% margin of error) of all students attending WHCL during the fall 2005 semester. The survey responses indicated the following: 70% of students have Internet access at home, 77% of students own at least one computer at home, and 47% of students without Internet access identified WHCL as their primary Internet access location.

WHCL Student Populations: Distribution of Students by Gender

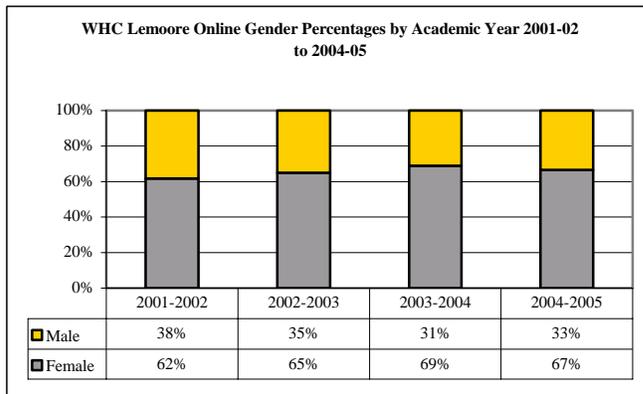
WHCL gender enrollments have remained stable at 65%. There was a 4% decrease in male enrollment between FY 2001-02 and 2002-03. This is accounted for by the elimination of a truck driving program in FY 2002-2003.



LNAS enrollments have a higher percentage of male students compared to the Lemoore campus. Female enrollments have increased from 53% in FY 2001-02 to 61% in 2004-05.



Online enrollments have a higher percentage of female students compared to traditional course enrollments. Female enrollments have increased from 62% in FY 2001-02 to 67% in 2004-05.



WHCL Student Populations: Distribution of Students by Age

Average Student Age by Location

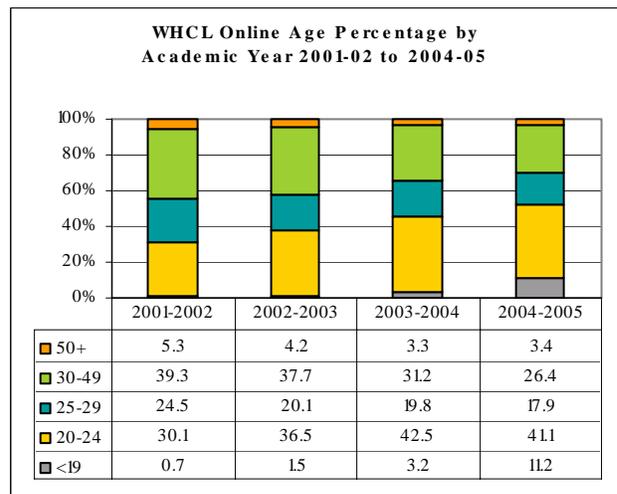
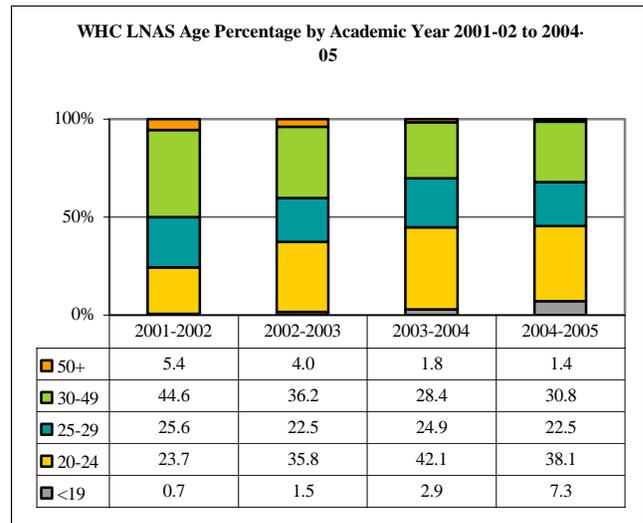
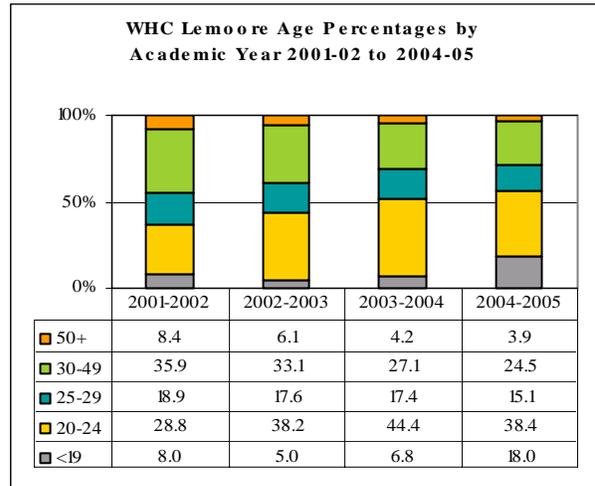
Year	Lemoore	NAS	Online
2001-2002	31.94	33.07	32.04
2002-2003	30.72	30.92	31.12
2003-2004	28.93	28.85	29.61
2004-2005	27.90	28.91	28.42

Sources: WHCCD Data Warehouse
California Community Colleges State Office Report "Impact of Student Fee Increase and Budget Changes on Enrollment and Financial Aid in the California Community Colleges".

Data represents proportional percent of age groups within academic year; it does not reflect actual changes in enrollment for a specific age group.

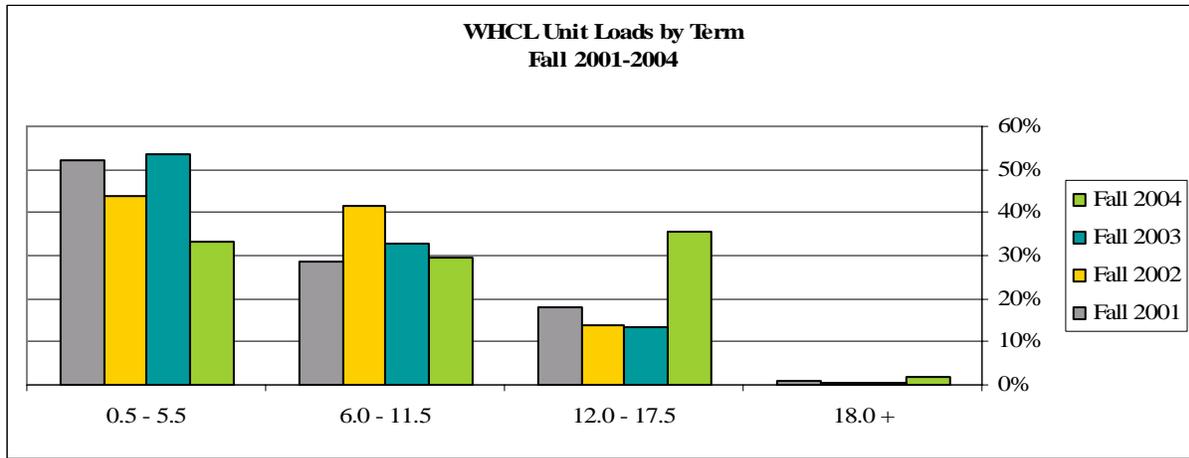
WHCL age trends have changed during the last four academic years. The average student age for all groups has declined and a dramatic increase has occurred in the percentage of students age 20-24 and 19 and below. According to the California Community Colleges State Office, the California Community College System experienced an increase in the percentage of students age 20-24 during FY 2001-02 to 2003-04. Increase in students age 19 or below is accounted to improvements in high school outreach activities and increased tuition at four-year institutions.

According to the California Community Colleges State Office, budget cuts and increased tuition during the spring and fall of 2003 decreased participation rates of students in the 30-49 age group category.



Student Success

WHCL Unit Loads

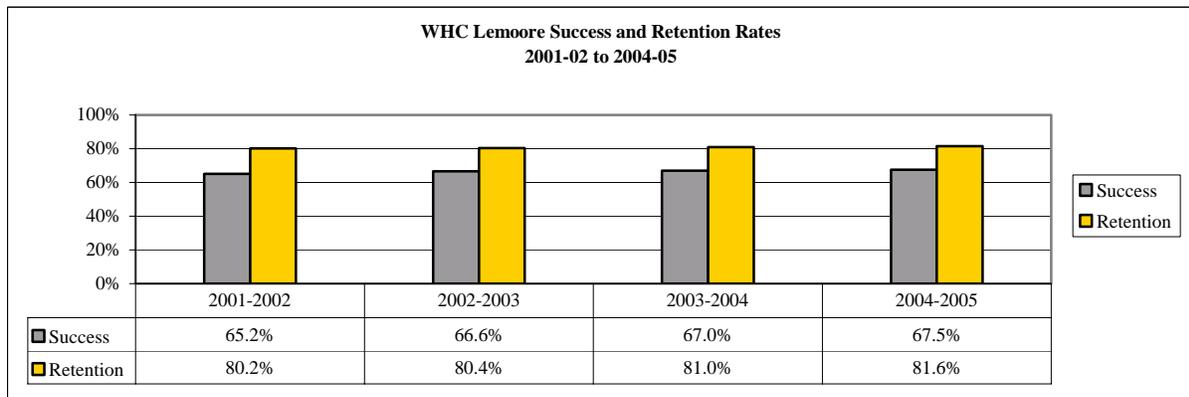


Load	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Part-Time	80.9%	85.6%	86.3%	62.6%
Full-Time	19.1%	14.4%	13.7%	37.4%
Average	6.94	7.17	6.66	8.88

Source: WHCCD Data Warehouse

The average unit load for a WHCL student has increased from 6.94 units in fall 2001 to 8.88 units in fall 2004. In the fall of 2004, the percent of full-time students increased by 23.7%.

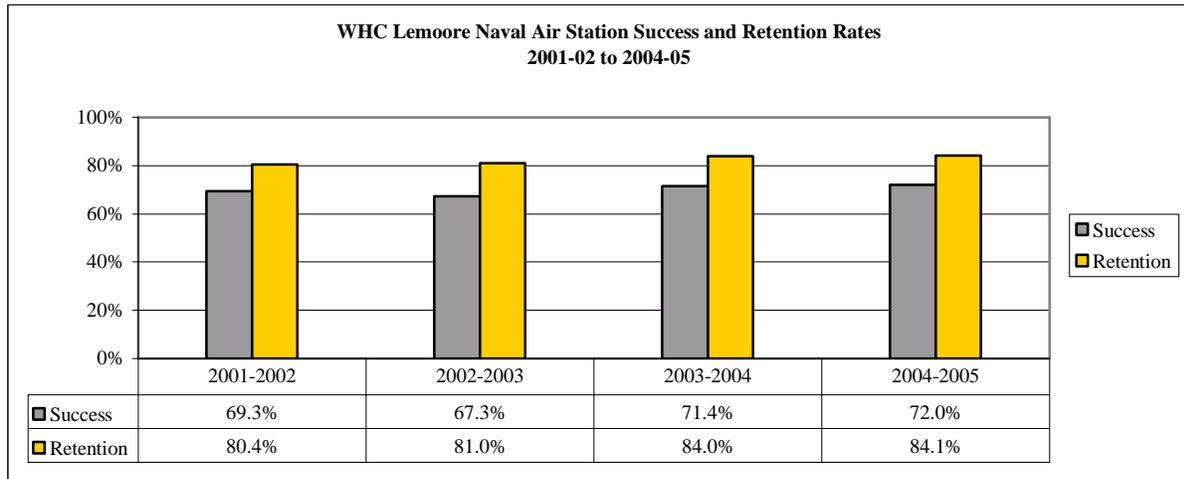
WHCL Success and Retention Rates



Source: WHCCD Data Warehouse

From FY 2001-02 to 2004-05, WHCL success rates have increased by 2.3% and retention rates have increased by 1.4%.

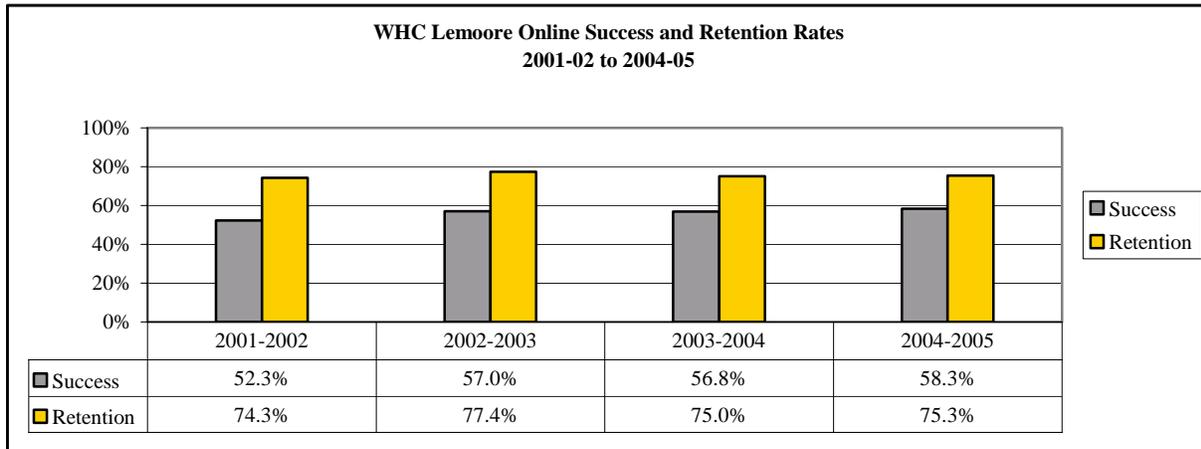
WHC LNAS Success and Retention Rates



Source: WHCCD Data Warehouse

From FY 2001-02 to 2004-05, LNAS success rates have increased by 3%, and retention rates have increased by 4%.

WHCL Online Success and Retention Rates



Source: WHCCD Data Warehouse

From FY 2001-02 to 2004-05, online success rates have increased by 5% and retention rates have increased by 1%.

WHCL ESL Success and Retention Rates

Year	Success %	% Change	Retention %	% Change
2001-2002	88.66		94.85	
2002-2003	92.31	4.11	100.00	5.43
2003-2004	87.80	-4.88	87.80	-12.20
2004-2005	58.97	-32.83	87.18	-0.71

Source: WHCCD Data Warehouse

ESL courses had a -32.83 change in success rates in FY 2004-05. This was due to one fall 2004 course with enrollment of 25 students and success rate of 40%. In general, most ESL courses achieve success rates of 80 to 90%.

WHCL Basic Skills Math Success and Retention Rates

Year	Success %	% Change	Retention %	% Change
2001-2002	56.10		70.73	
2002-2003	70.21	25.16	77.66	9.79
2003-2004	44.00	-37.33	66.00	-15.01
2004-2005	53.26	21.05	73.91	11.99

Source: WHCCD Data Warehouse

Basic Skills math success and retention rates experienced a drastic decline during FY 2003-04. Basic Skills math success and retention rates have improved during FY 2004-05.

WHCL Online Basic Skills Math Success and Retention Rates

Year	Success %	% Change	Retention %	% Change
2001-2002	61.74		86.96	
2002-2003	69.89	13.21	82.80	-4.78
2003-2004	65.85	-5.78	75.61	-8.68
2004-2005	67.02	1.77	68.09	-9.95

Source: WHCCD Data Warehouse

Online courses average approximately seven more students per class and have lower success and retention rates than traditional courses. WHCCD is conducting further analysis to determine ways of improving success and retention rates for online courses.

WHCL Student GPA by Location

Year	Lemoore	% Change	NAS	% Change	Online	% Change
2001-2002	2.82		2.97		2.44	
2002-2003	2.80	-0.99	2.84	-4.15	2.55	4.41
2003-2004	2.73	-2.52	2.84	-0.09	2.61	2.33
2004-2005	2.74	0.37	3.08	8.55	2.67	2.68

Source: WHCCD Data Warehouse

WHCL Fall to Spring Freshmen Persistence Rates

Year	Fall	Spring	Persistence Rate	% Change
2001-2002	1,117	485	43.42	
2002-2003	943	448	47.51	9.42
2003-2004	828	434	52.42	10.33
2004-2005	906	502	55.41	5.71

Source: WHCCD Data Warehouse

Since FY 2001-02 to FY 2004-05, freshmen persistence rates have improved by 11.9%.

Degrees and Certificates Awarded by Student's Primary Location

Primary location is contingent upon where student enrolls for majority of courses.

WHCL Degrees and Certificates Awarded

WHC Lemoore	AA	AS	Certificate	Total	% Change
2001-2002	131	13	35	179	
2002-2003	143	10	25	178	-0.56
2003-2004	178	25	19	222	24.72
2004-2005	205	36	7	248	11.71

Source: WHCCD Data Warehouse

In the past four years, the number of students graduating with a degree or certificate from West Hills College Lemoore has increased by 39%, as shown in the table above.

WHC LNAS Degrees and Certificates Awarded

WHC NAS, Lemoore	AA	AS	Certificate	Total	% Change
2001-2002	10	0	0	10	
2002-2003	0	1	0	1	-90.00
2003-2004	3	0	0	3	200.00
2004-2005	4	0	0	4	33.33

Source: WHCCD Data Warehouse

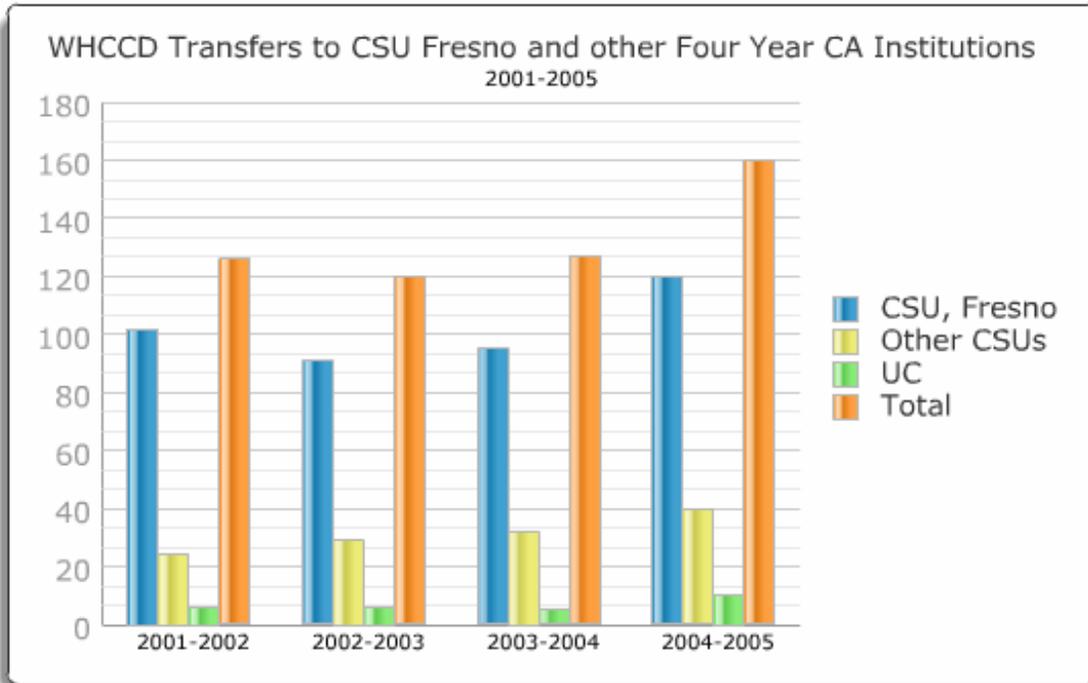
WHCL Online Degrees and Certificates Awarded

WHC Lemoore Online	AA	AS	Certificate	Total	% Change
2001-2002	22	2	0	24	
2002-2003	37	0	3	40	66.67
2003-2004	25	3	2	30	-25.00
2004-2005	59	1	1	61	103.33

Source: WHCCD Data Warehouse

There has been a dramatic increase in the number of students who received an AA degree and enrolled online for the majority of their courses. Currently WHCCD offers AA degrees in Administration of Justice, Liberal Arts, Social Science, and Psychology completely in an online format as well as face-to-face.

WHCCD Transfers to Four-Year Institutions



Source: California Postsecondary Education Commission -- Transfer Pathways

The number of student transfers to CSU and UC institutions has grown by 27% since FY 2001-2002. CSU Fresno enrolls approximately 75% of all WHCCD students transferring to a CSU. Transfers to UC institutions are low due to distance between WHCCD and the nearest UC. The nearest UC is located approximately 110 miles from WHCCD. Transfers to UC institutions are expected to increase with the opening of the new UC Merced campus.

Faculty and Staff



West Hills Community College District was honored for increasing the diversity of its administrative staff by the largest percentage of any community college district in the state during the last 10 years. State Chancellor Mark Drummond recognized West Hills' achievement during the Community College League of California annual conference on Saturday, November 20, 2004.

While growing from a single to a multi-college district during the time period examined, West Hills Community College District increased its administrative staff from three to 12 members. In 1994, there were no non-white administrators. By 2003 that number had increased to five. That was the largest percentage increase of any district in the state, according to a release from the state chancellor's office.

WHC District Office Employee Demographics

Gender

Profession	Female	Male
Administrator	16	4
Classified Staff (Full-time)	10	3
WHCD Total	26	7

Ethnicity

Profession	White	Hispanic	African-American	Native American
Administrator	15	4	0	1
Classified Staff (Full-time)	10	2	1	0
WHCD Total	25	6	1	1

Age

Profession	<30	30-39	40-49	50-59	60+
Administrator	2	4	5	8	1
Classified Staff (Full-time)	1	1	8	1	2
WHCD Total	3	5	13	9	3

Degree

Profession	High School Diploma	AA/AS	BA/BS	Masters	PhD/EDD
Administrator	4	5	4	5	2
Classified Staff (Full-time)	2	6	5	0	0
WHCCD Total	6	11	9	5	2

WHCL Employee Demographics

Gender

Profession	Female	Male
Administrator	4	7
Faculty (Full-time)	13	21
Classified Staff (Full-time)	24	5
Classified Staff (Part-time)	20	10
WHCL Total	61	43

Ethnicity

Profession	White	Hispanic	African-American	Native American	Filipino
Administrator	6	3	2	0	0
Faculty (Full-time)	30	3	0	1	0
Classified Staff (Full-time)	13	15	0	1	0
Classified Staff (Part-time)	11	14	2	1	2
WHCL Total	60	35	4	3	2

Age

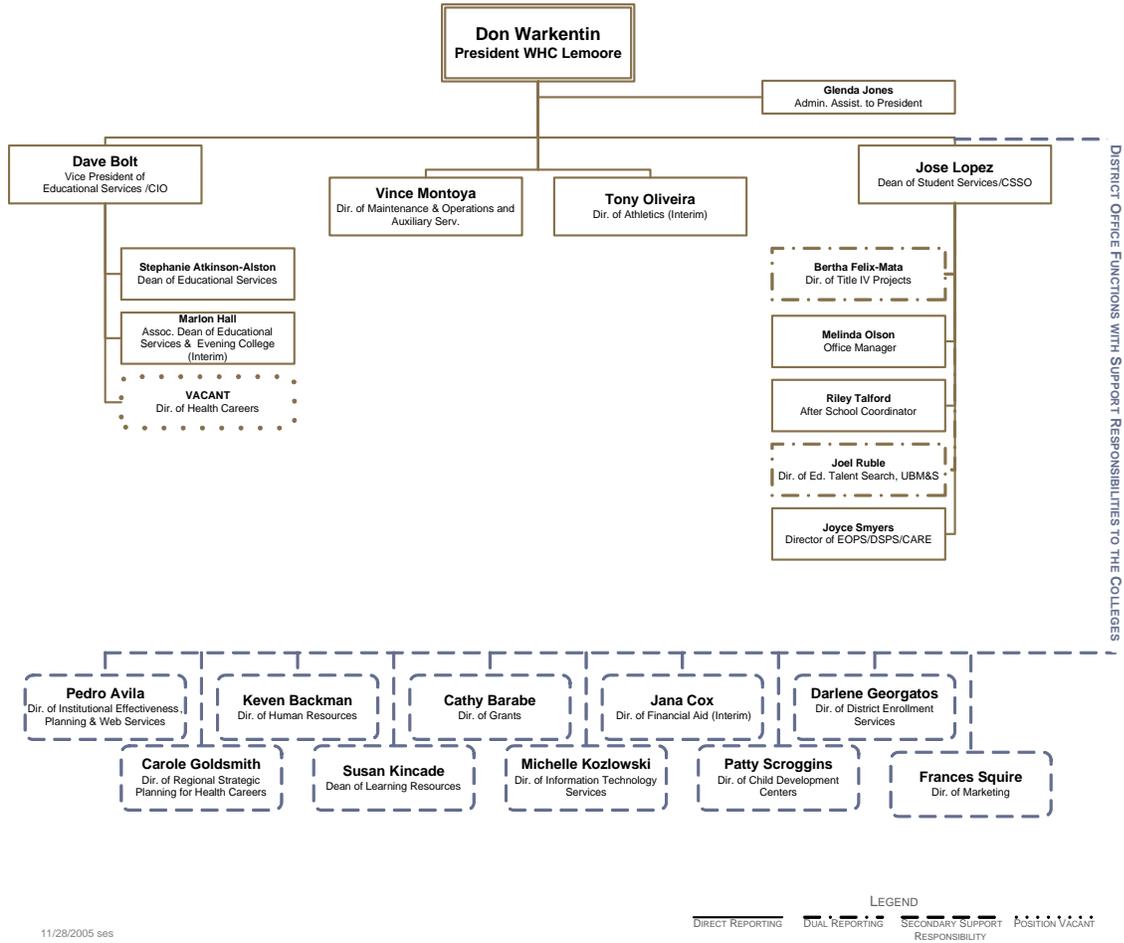
Profession	<30	30-39	40-49	50-59	60+
Administrator	0	0	6	5	0
Faculty (Full-time)	4	10	6	7	7
Classified Staff (Full-time)	5	10	7	7	0
Classified Staff (Part-time)	12	5	6	7	0
WHCL Total	21	25	25	26	7

Degree

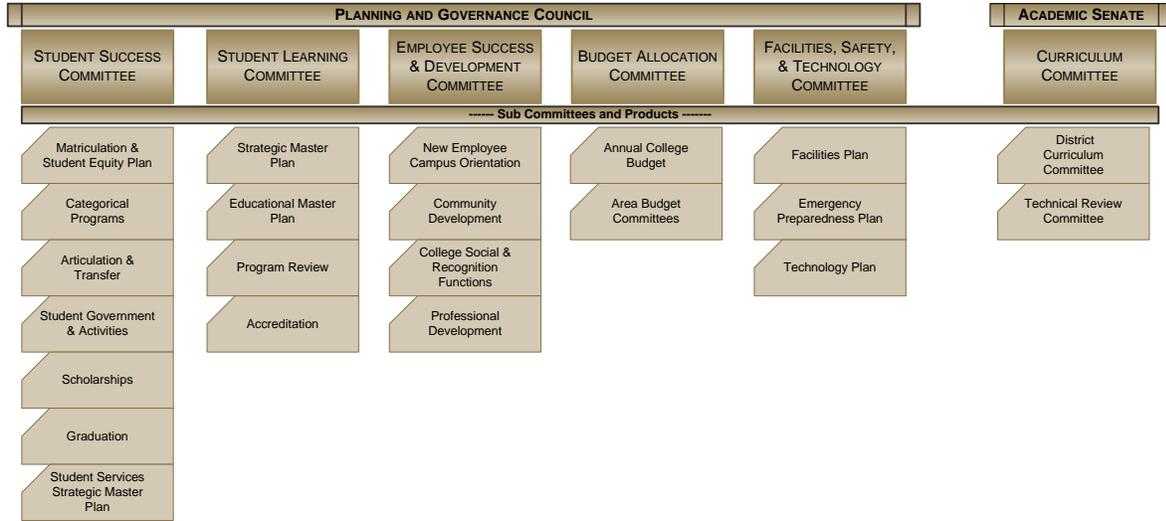
Profession	High School Diploma	AA/AS	BA/BS	Masters	PhD/EDD
Administrator	1	2	2	6	0
Faculty (Full-time)	0	0	4	27	3
Classified Staff (Full-time)	12	15	1	1	0
Classified Staff (Part-time)	20	10	0	0	0
WHCL Total	33	27	7	34	3

WHCL has a staff of 11 administrators, 34 full-time faculty, and 59 classified staff. WHCL employs approximately 75 part-time instructors throughout the academic year.

WEST HILLS COLLEGE LEMOORE ADMINISTRATION



RESPONSIBILITIES OF COMMITTEES TO PGC



11/28/2005 ses

Responses to Recommendations from Previous Review

Team Visit: March 16-18, 2004

West Hills College Lemoore was visited by representatives of the accreditation commission in 2004. One of the results of that visit was that West Hills College Lemoore was upgraded from Eligibility Status to Candidacy Status and a list of recommendations was given to be addressed.

First, the commission has directed West Hills College Lemoore to resolve the following issues:

Commission Recommendation 1: *Clearly delineate college/district functions.*

West Hills College Lemoore has continued its maturity as a college campus. This maturity has slowly familiarized college and district employees with the necessary delineation of duties, responsibilities, and functions. There has been frequent confusion during this time, but everyone is becoming more comfortable as employees adapt to this new structure.

A district strategic planning retreat was held in the fall of 2005. It was attended by all constituency groups, including West Hills Community College Board of Trustee members. The purpose of the two-day retreat, moderated by consultants from Eaton-Cummings Group, was to develop a district mission statement.

Mission: The Mission of the West Hills Community College District is enhancing student learning and enriching the lives of the populations we serve by

- ensuring the vitality of its institutions;
- encouraging the vision of strong leaders able to see and interpret the present and future needs of students and communities;
- supporting the colleges in the provision of world class learning environments;
- providing for appropriate allocation and management of human, fiscal, and capital resources;
- acting as a catalyst for collaboration with outside organizations and agencies; and
- sharing the story by marketing a positive image.

Vision: The West Hills Community College District, a trusted steward, actively engages, encourages, enriches and empowers students, faculty, staff and the communities it serves to reach their full potential – academically, socially, and economically. As evidenced by:

- its status as the preferred choice of students and the employer of choice for faculty and staff;
- the “highest percentage” of students completing courses and eligible population attending classes “in the world;”
- its recognized excellence; and

- the generally ascribed accolade, “heartbeat of the community.”

This effort on producing a district mission statement will assist West Hills College Lemoore in defining its role, mission, and function.

One additional outcome of the district strategic planning retreat was to more clearly delineate the role of the college presidents. In response, the West Hills College Board of Trustees has been presented with a board policy on the delineation of college presidents’ role and responsibilities, with anticipated approval and adoption in winter 2005.

Further clarification of college/district functions will be identified through a mapping exercise to be lead by the director of institutional effectiveness, planning, and web services. A mapping exercise was previously completed in 2003 but the mapping exercise will be revisited during the winter 2005. The survey will contain a list of functions and responsibilities for employees to identify as a district or college function and responsibility. In addition, employees will be asked to identify whom they perceived as currently performing each function and responsibility. The results of this exercise are not currently available. However, it is expected that the results will provide tremendous insight into employee perceptions and give administrators guidance on how governance and duties might need to be adjusted in the future.

The leadership of West Hills College Lemoore has also responded to this recommendation by convening a series of meetings in the spring and summer of 2005 for the purpose of clarifying the college’s mission statement, reconfirming the vision statement, redefining the strategic goals and objectives, and mirroring the college’s committee structure to support these ideals.

Mission: 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.

Vision: Learning Through Excellence and Innovation

This work has resulted in an effective college committee structure in order to conduct its business.

Commission Recommendation 2: *Improve the quality of learning resources at the West Hills College Lemoore campus.*

West Hills College Lemoore moved into its new facilities in 2002. Certainly, the capacity of the new Library/Learning Resource Center dramatically increased. During the past three years the district and college have both made significant contributions to fill this deficiency. Both the library collection and the availability of periodicals have increased. This improvement in resources is the result of both district and college funding sources. In addition, the college has used available grant and bond funds to augment the library resources; the college administration is aware that these are inconsistent and tenuous. However, current improvements are anticipated to continue to occur in the future.

The increase in staffing within the Library/Learning Resources Center has also led to improved quality. First and foremost is the decision to hire a full-time librarian to directly oversee the facility. This position will be filled no later than July 2006. Also, additional permanent employees like the librarian technician and tutor coordinator will lend stability, leadership, and day-to-day supervision to the Library/Learning Resource Center.

Commission Recommendation 3: *Establish a research and evaluation function that supports assessment of institutional effectiveness.*

The District had been well aware of the impact of not having a functioning researcher and responded quickly to this recommendation by creating the position of director of institutional effectiveness, planning, and web services in the summer of 2004. This position was filled immediately by an in-house employee and has been used extensively to provide valuable support in a wide variety of ways. For example, the director of institutional effectiveness, planning, and web services has assisted West Hills College Lemoore in the development of the college's Planning and Governance Manual and current self study. The college president also routinely invites the director of institutional effectiveness, planning, and web services to a variety of meetings, including the Planning and Governance Council and President's Cabinet; the researcher commonly attends.

Assistance to the director of institutional effectiveness, planning, and web services is provided on campus in the form of release time to a full time faculty member. This release time is to assist in the success of the program review process in the form of interpreting statistical data and instilling this information into the program review forms; however, in no way does this faculty member perform a research function.

The following are the site visitation team recommendations for West Hills College Lemoore:

Lemoore Visitation Team Recommendation 1: *Expand the current mission statement to guide planning with a clearer definition describing the students the college will serve*

as well as the parameters and priorities under which programs can be offered and resources allocated (1.2, 1.3, 3.B.3, 3.C.1, 4.A.1).

The leadership of West Hills College Lemoore has responded to this recommendation by convening a series of planning meetings in the spring and summer of 2005 for the purpose of clarifying the college's mission statement, reconfirming the vision statement, redefining the strategic goals and objectives, and mirroring the college's committee structure to support these ideals.

Mission: 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.

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Vision: Learning Through Excellence and Innovation

This work has resulted in an effective college committee structure in order to conduct its business.

Lemoore Visitation Team Recommendation 2: *Expand current recruitment and seek effective strategies that lead to greater diversity of the faculty and administration (2.6, 7.D.2).*

As a district level function, the Office of Human Resources provides the necessary support for the college to recruit and hire faculty, staff, and administration. However, a final decision on each hiring occurs at the college level. Thanks to the support and commitment from the college's administration, the college does continually seek to hire a diverse staff that would be reflective of its community and to provide the opportunity for students to see their instructors as role models.

The district advertises for new positions by posting job announcements on the district's web site, allowing for free access. Also, specific publications that target minorities are also used to advertise open job positions. These efforts have been recognized by the state community college chancellor for the West Hills Community College District's improvement in diversifying its administration.

The district has recently passed board policy that redefines and provides the re-commitment to a district-wide diversity committee. It is anticipated that both the college and the students will benefit directly from this committee.

A further symbol of commitment to diversity is the inclusion of a diversity goal in every primary committee on the college campus. This is in contrast to simply having a diversity committee that may have little or no comprehensive influence on college-specific diversity awareness and issues.

An ever-increasing number of cultural celebrations occur on campus regularly. For example, the college has honored Dolores Huerta, included community member Dennis Chin, celebrated Day of the Dead, acknowledged Native American Cultural Awareness, recognized Black History Month, and observed Women's History Month. It has been obvious that more and more students are attending these events, often supported by music and dancing.

Lemoore Visitation Team Recommendation 3: *Evaluate the web-based only catalog, schedule, and registration system to assess its impact on community access to the college and its services, especially as use of the system relates to potential students with limited access to technology or limited English language proficiency. If the college determines that access for these populations has been adversely affected, it should develop and implement supplemental access methods or other corrective action (Standards 2.1, 2.6, 5.6).*

West Hills Community College District responded to this recommendation by hiring an independent service (Media Specialists) to survey area residents on their access and of the Internet and web services. The sampling was representative of the area's demographics and prospective students. Results indicate that over half (54%) of the residents in the service community has at-home Internet access. For those with access, well over half utilize a number of different online services several times a week or more and consider themselves intermediate or advanced users. The conclusion by Media Specialists was that the market in general is quite comfortable with online services and recommended that West Hills Community College District continue to offer applications, catalogs, and class schedules online.

West Hills College Lemoore has prided itself in pushing the technology limits. There is much evidence that supports this position, none being more provocative than having produced its catalog and schedule of classes in only an electronic format for the last several years. Both of these items could still be printed as needed at home, at the college, or by college staff upon request. In this way only needed pages would have potentially been printed rather than receiving an entire catalog or schedule of classes.

However, the college has supplemented the electronic versions of the catalog and schedule of classes by printing hard copies. Copies of the catalog are available for purchase in the college's bookstore. Schedules of classes were printed in an abbreviated format and mailed to each home via postal mail with more complete schedules available

for free at various locations on campus. Very few of the catalogs have been sold as of October 2005; it is difficult to estimate the value of the printed schedules since they are free of charge.

The college has also promoted the use of electronic resources for college registration. Registering for college electronically allows a student can do so at anytime or any location that has Internet access. In addition, by students completing the college registration form online, time is saved since college staff are not required to enter the data into the Datatel system themselves, thus avoiding double entry of data. In direct response to the recommendation of the most recent accreditation visitation team, the college has made more readily available paper copies of the college registration forms on the college campus and during high school visits. These paper forms have always been available by request but are now made more noticeable.

Lemoore Visitation Team Recommendation 4: *Establish a research office with an institutional research position to address the need for critical and essential information to support planning and evaluation (Standards 3.A.1, 3.A.2).*

The district had been well aware of not having a functioning researcher and responded quickly to this recommendation by creating the position of director of institutional effectiveness, planning, and web services in the summer of 2004. This position was filled immediately by an in-house employee and has been used extensively to provide valuable support in a wide variety of ways. For example, the director of institutional effectiveness, planning, and web services has assisted West Hills College Lemoore in the development of the college's Strategic Master Plan and current self study. The college president also routinely invites the director of institutional effectiveness, planning, and web services to a variety of meetings including the Planning and Governance Council and President's Cabinet.

Assistance to the director of institutional effectiveness, planning, and web services is provided on campus in the form of release time to a full time faculty member. This release time is to assist in the success of the program review process in the form of interpreting statistical data and instill this information into the program review forms; in no way does this faculty member perform a research function.

Lemoore Site Visitation Team Recommendation 5: *Strengthen the program review/unit planning process, emphasizing assessment of student learning outcomes, systematic incorporation of research data, alignment with college goals, and linkage to the budget and priority-setting process (Standards 3.A.4, 3.B.2, 3.C.3, 4.B.3, 4.D.1, 5.1, 5.3, 6.7).*

West Hills College Lemoore is particularly proud of its program review process. Program review has enjoyed recent success particularly due to the involvement of the director of institutional effectiveness, planning, and web services who supplies valuable data. In addition, the college provides release time to a faculty member to act as a liaison between the faculty and the director of institutional effectiveness, planning, and web

services. This faculty member assists faculty with the interpretation of the data and explains its value; she does not conduct research. These links have resulted in a significantly improved completion rate and is no longer viewed as a worthless process.

The program review process and booklet has been reviewed each of the past three years. Modifications to the booklet (for both instructional and non-instructional programs) have been made to ameliorate the concerns of the recent self study visitation teams. For example, the inclusion of student learning outcomes has improved the program review process. Program review is intimately tied to budget, facilities, and human resource planning.

The assessment of student learning outcomes is currently not consistently accomplished, though significant progress is being made. This is a recommendation that will need a continued effort on the part of the college to fulfill.

Lemoore Site Visitation Team Recommendation 6: *Establish a comprehensive and systematic process that integrates the many planning processes at the college, including educational, financial, physical, and human resources planning; and evaluate progress in achieving intended outcomes (Standards 3.B.3, 3.C.1, 8.5).*

The college has revisited its Strategic Master Plan and Planning and Governance Manual during the past year, resulting in the development of a new mission statement, a slightly redesigned committee governance structure (with slightly modified outcomes), and a flow chart of how decisions are made on campus. The purpose behind this review was to analyze what worked and what did not work in regards to governance and decision making after one year, and rework those things that could improve. These adjustments were reviewed in a process that involved all constituency groups.

One of the over-arching considerations of this review of the Strategic Master Plan and Planning and Governance Manual was to ensure that the numerous planning processes of the college were integrated into the activities of college committees. The college is confident that this has been accomplished. The Planning and Governance Council is the most comprehensive broad-based constituency group providing this review.

The effectiveness of the planning processes on the college campus has not been reviewed since it is less than six months old. However, the general philosophy of the college president is to make processes simple and effective, so the constant review and concomitant changes to reflect this president's philosophy is an on-going process.

Lemoore Site Visitation Team Recommendation 7: *Develop and implement an ongoing process to evaluate distance learning to assess its impact on community access and to ensure quality and rigor is comparable to traditional methods of instructional delivery (4.D.2, 7.B.3).*

West Hills College Lemoore has implemented a rigorous curriculum review process. Each course outline submission to the Curriculum Committee is analyzed for its

appropriateness to be taught in a distance education format: video conferencing, online, hybrid, or web-enhanced. The faculty member submitting the course outline with a recommendation that the course be taught in a distance education format must be a proponent of teaching a class in a non-traditional format. Additionally, the dean of learning resources provides support, encouragement, and evaluation of courses taught in alternative formats.

At times, members of the Curriculum Committee may be skeptical that a particular course can be taught in an alternative format and that it has a chance of failing as a distance education course. For example, concerns have been expressed over maintenance of rigor, achievement of course objectives, and quality of student learning. At times the Curriculum Committee will reject a course to be taught in a distance education format. However, if there is sufficient support, courses can be approved to be taught in an alternative format for a limited number of times. If it has been determined that the course has effectively delivered its course objectives as determined by the instructor and the dean of learning resources, the course will continue to be taught in an alternative format, modified to the satisfaction of the Curriculum Committee, or discontinued.

The dean of learning resources plays a significant role in all courses using the Internet or video conferencing equipment. The dean of learning resources provides the necessary resources and technical support for courses taught in alternative formats to be successful. She regularly visits the course (Blackboard is the college-preferred vehicle) to ensure compliance with course outlines and that course materials are up to date. Simultaneously, the dean of learning resources also informally evaluates the effectiveness of the instructor and provides feedback to the dean of educational services when issues arise. (The college has no formal method of evaluating instructors that teach in an online format as the instrument to do so has not been successfully negotiated between the district and the faculty bargaining unit.)

The district and college has completed a survey of soliciting community responses in regard to home computer density and Internet connectivity (see response to Lemoore Site Visitation Team Recommendation 3). Results of the survey will indicate that half of the homes in the service area have Internet access at home. However, the ready availability of computers on the college campus must also be considered.

Lemoore Site Visitation Team Recommendation 8: *Complete implementation of tenure review process procedures and tenure approval form (Standard 7.B.1).*

The West Hills College Lemoore Academic Senate has adopted a tenure review process and form. The process and form have been submitted and approved by the West Hills Community College Board of Trustees. Therefore, the college has fully met this recommendation.

Lemoore Site Visitation Team Recommendation 9: *Adopt and implement a policy for regular board self-evaluation (10.A.5).*

The West Hills Community College Board of Trustees has adopted a policy and procedure for self evaluation. Therefore, the college and district have fully met this recommendation.

In addition, West Hills College Coalinga was visited by representatives of the accreditation commission in 2005. Recommendations were given to West Hills College Coalinga that have relevance to West Hills College Lemoore. These relevant recommendations will be addressed in this document.

Coalinga Site Visitation Team Recommendation 5: *The team recommends that the Board of Trustees and the chancellor, in consultation with the leadership of the college campuses, 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, both in policy and practice, of the roles and responsibilities of the chancellor and the college president in decision-making which directly affects college operations (IV.B.3, IV.B.3.g).*

The colleges are currently reviewing a new board policy, Board Policy 2431, entitled Delineation of Authority of College Presidents and District Chancellor. It is anticipated that this new policy will be approved by the Board of Trustees in December 2005 or January 2006. The policy delegates authority to the college presidents to determine the administrative organization on their respective campus, that ultimate authority comes from the Board, and that the chancellor is the intermediary in the flow of authority.

- *The development and implementation of an appropriate and clearly communicated process for allocating faculty and staff positions between the college campuses (III.A.2, IV.B.3.c).*

The colleges have reviewed a new board Administrative Procedure, Administrative Procedure 6225, entitled Resource Allocation. The introduction of this new board policy appeared at the Chancellor's Executive Cabinet meeting in August 2005, was approved by the WHCL Planning and Governance Council, and is anticipated to be approved by the Board in November or December 2005. This procedure outlines the mechanism for distribution of district fiscal support to each college, the distribution of growth income, the distribution of grant funds, and the distribution of staff.

West Hills College Lemoore has completed and had approved by committee action the process on how hiring of certificated and classified staff occur. The processes for both certificated staff and classified staff intimately involve the Academic Senate and CSEA, respectively.

- *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 college campuses (IV.B.3.a, IV.B.3.g).*

West Hills College Lemoore and the district office have created a functions and responsibilities document that identifies who is responsible for each administrative function. These documents have been reviewed by the college president and approved by the college's Planning and Governance Council. The governance process at West Hills College Lemoore has also been documented in a flow chart. Each of these documents are contained in the West Hills College Lemoore's Planning and Governance Manual.

Further work is underway to distribute a district mapping survey. This survey will help to identify more clearly the administrative functions that occur within the district, whether the functions occur at the district or college levels. What will be analyzed will be employee's perception of where the function lies as well as where that function should occur. This mapping exercise will be distributed in late 2005.

Program review is an active and ongoing college activity that will also include the district departments beginning in 2005. By 2008, all district level departments will have undergone program review at least once.

- *The development and implementation of an appropriate and clearly communicated process for distributing fiscal resources among the college campuses and the district office (IV.B.3.c).*

The Board of Trustees have conducted a first reading of new administrative procedure 6225, Resource Allocation. This new procedure has been approved by the Planning and Governance Council at West Hills College Lemoore and it is anticipated to be approved by the Board of Trustees in November or December 2005.

Administrative Procedure 6225 will provide specific instructions on budget allocation to the college campuses, the distribution of growth income, and the distribution of grant funds.

- *The development and implementation of a formal and regularly evaluated district strategic planning process that both acknowledges input from the college campuses and serves as a guide for the strategic planning at the college level (I.B.3, IV.B.3.g).*

Facilitated by the Eaton Cummings Group, a district-wide strategic planning retreat was held in September 2005. The two day retreat included representatives from both colleges and the district office, as well as faculty, staff, administration, students, and board members. The immediate outcome of information was distributed to all employees via mail which summarized the retreat. Discussions at committee meetings and forums took place on the college campus which were attended by students, staff, faculty, and administration. The purpose of these discussions was to provide feedback on the ideas developed at the strategic planning retreat.

Based on this feedback, a drafted document was mailed to all employees in October 2005 and distributed on the college campus to students. A follow-up to the retreat occurred in October when a reconvening of the original participants. A review of the strategic plan took place, followed by discussion and approval. The District Strategic Plan was sent to the Board of Trustees in October for review and approval.

Coalinga Site Visitation Team Recommendation 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 (IV.B.3.f).*

A District Leadership Council (DLC) has been created beginning in May 2005 to address this recommendation. The membership of this committee includes the chancellor, college presidents, and the academic senate presidents. This committee meets at least once monthly. The sole purpose of this council was to improve communication between the district office and college campuses.

Tentatively, several workshops have been planned for December 2005 which will include the Board of Trustees, the district office administration, college administration, and representatives from the academic senates, CTA, and CSEA. Facilitating the workshops will be retired community college chancellor Bob Jensen. These workshops will improve communication between all college constituency groups and between the colleges and the district office as we transition from a one college district to a two college district. It is planned that there will be a follow-up session with Dr. Jensen in the spring of 2006.

Standard I – Institutional Mission and Effectiveness: A Thematic Overview

Dialogue

The dialogue theme was exemplified in the development of the mission statement. A planning retreat held in 2002 included all college constituency groups: students, classified staff, faculty, community members, administration and managerial staff. Under new leadership and self-reflection a conscientious effort was made to review and revise the mission statement through the planning and governance process in 2005.

Institutional Commitments

Our institutional commitments are defined in the mission statement. The college aligns its mission and institutional goals to best facilitate student learning. The communities we serve include: high school graduates, re-entry students, the military community, underserved, and special needs populations. Our regular systematic cycle of program review processes ensures a commitment to implement and improve student learning.

Evaluation, Planning, and Improvement

Evaluation, planning, and improvement are achieved through an on-going cycle of evaluation, integrated planning, implementation, and reevaluation of campus committee products, for example instructional and non-instructional program reviews. The West Hills College Lemoore Strategic Master Plan incorporates our mission and vision statements as well as the college's guiding principles. We recently supplemented our Strategic Master Plan to include themes and ten institutional student outcomes. Our institutional student outcomes will be measured by success indicators. The final portion of the plan is a three-year matrix which outlines the time increments that these measurements will be evaluated.

**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.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

West Hills College Lemoore has a current mission statement defining its purpose, its population served, and its commitment to student learning.

The approved mission statement for West Hills College Lemoore is:

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.

I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

West Hills College Lemoore has established student learning programs and services aligned with its purposes, its character, and its student population. Standing committees, such as the Student Learning Committee and Student Success Committee, have a direct connection to student learning programs on campus. Both of these committees are composed of all constituency groups (including students in particular) on campus and meet regularly. The importance of the college's mission statement as a component of the Planning and Governance Manual is important in directing these committees in their actions. In addition, advisory committees have been established for vocational programs to discuss relevance to community needs that are consistent with the college's mission statement (1.1). General Education learning areas (programs) align courses that meet requirements for graduation and transfer to California State Universities and the University of California. Curriculum Committee documents are outlined to address graduation requirements as well as articulation agreements for transferability of courses. The effectiveness of the college's programs is indicated by the number of students graduating and/or transferring to baccalaureate institutions (I.A.1).

I.A.2

The mission statement is approved by the governing board and published.

Originally developed in June 2003, the college's mission was refined during 2005 through a process involving college faculty, staff, students, and administration and is a guiding principle in the college's Planning and Governance Manual. The mission statement directs the college's educational purposes by focusing on its student population and commitment to student learning. Further, the Planning and Governance Manual contains the Strategic Master Plan that includes a vision statement, guiding principles, themes, and institutional learning outcomes. These fully reflect the priorities of the California Education Code (AB 1725), including transfer

and vocational education, remedial instruction, adult noncredit education, and community services (1.2) (I.A.2).

The Board of Trustees approved the college's current mission and vision statements in 2005. The mission and vision statements are published in the college website and the college catalog. According to the survey given during the spring 2005 semester, 82 percent of faculty and 47 percent of students agree that the college mission statement is easily located both in print and on the college's web site. Twenty-one percent of students answer "Don't know," which may indicate that students are not looking for the mission and vision statements.

The Board sets district policy and displays oversight that the mission and vision on the college campus is being carried out. The Board formulates broad public policy in community college education, and functions as the legislative and policymaking body charged with the oversight and control of the district. The Board operates under an approved set of bylaws that are published by the Board Policy Manual (1.3) (I.A.2).

The Board of Trustees meets monthly. While functioning independently of the colleges, the Board nonetheless provides for regular and appropriate input from the colleges. The Board encourages communication from district employees and community members by maintaining accessibility and by providing an opportunity to address public comments at regular Board meetings. Constituency groups, such as the Academic Senate, faculty association, and CSEA are given opportunities at all Board meetings to address issues and to keep the Board apprised of their activities and accomplishments.

The college has a Planning and Governance Council (PGC) that meets at least monthly and functions as an oversight committee on campus by reviewing activity from the college's standing and ad hoc committees: the Budget Allocation Committee, the Facilities, Safety, and Technology Committee, the Student Learning Committee, the Employee Development and Success Committee, and the Student Success Committee. Membership of the PGC consists of the Curriculum

I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Committee chair, the maintenance and operations director, faculty representatives, the faculty senate president, a CTA representative, the librarian/learning resource specialist, two CSEA representatives, two Student Government Association representatives, the CIO, the CSSO, a counselor/advisor, and the dean of learning resources. These representatives are responsible for reporting to their constituency groups the outcome of all business conducted by the PGC.

The college's initial mission statement was conceived and approved in 2003. However, the PGC reviewed the mission statement to determine if revision was needed upon the recommendation of the 2004 ACCJC visitation (1.4). Consequently during the spring of 2005 the mission statement was revised through participation of college faculty, staff, and administration and approved by the Board of Trustees (I.A.3).

Current West Hills College Lemoore committees were established and structured in accordance with the Planning and Governance Manual for the purpose of ensuring that planning and decision-making would be reflective of the college's mission. Campus committees are composed of students, faculty, administration, and classified representatives. These committees provide a check and balance system (I.A.4).

Self Evaluation

West Hills College Lemoore has a current mission statement defining its purpose, its population served, and its commitment to student learning. Therefore, we have met this standard.

Descriptive Summary

West Hills College Lemoore has created a healthy governance environment built on the pillar of communication. This communication is effective if directed properly towards student learning and success, which the Planning and Governance Manual dictates. Further support of student success and learning is evident by the committee structure and concomitant institutional learning outcomes identified as committee guidelines along with accountability measures. The college plans

I.A.4

The institution's mission is central to institutional planning and decision-making.

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes

and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes

on fully utilizing the district office of institutional effectiveness, planning, and web services to assess the achievement of these stated institutional learning outcomes on a consistent and thorough basis (I.B).

The college maintains communication about student learning and college processes by relying heavily on email to keep people informed. There are bi-semester interdisciplinary meetings run by the dean of educational services (1.5). Monthly division meetings were instituted during the fall of 2005 in place of more frequent interdisciplinary meetings at the request of the faculty. Academic Senate representatives organize and conduct these meetings. These division meetings allow for face-to-face dialogues about curriculum, student learning outcomes, senate issues, and more. In addition, the student services department holds monthly meetings.

Collegial meetings frequently occur on campus for the purpose of disseminating information and to conduct planning. Beginning with the President's Cabinet, major issues are discussed along with short term and long term planning. The President's Cabinet meetings occur bi-monthly and are attended by the CIO, CSSO, the dean of learning resources, the director of maintenance and operations, the dean of educational services, the associate dean of educational services, the president of the Academic Senate, the district director of institutional effectiveness, planning, and web services, and the director of marketing for the district.

The Planning and Governance Council (PGC) has general oversight over all standing college committees on

campus and meets at least once a month to review all institutional processes (1.4). Membership of the PGC consists of the Curriculum Committee chair, the director of maintenance and operations, faculty representatives, the Academic Senate president, a CTA representative, the librarian/learning resource specialist, two CSEA representatives, two Student Government Association representatives, the CIO, the CSSO, a counselor/advisor, and the dean of learning resources. The agenda of a PGC meeting routinely discusses and approves proposed Board of Trustee policies and procedures, reports from each of the five standing college committees, and news of particular interest that affects the learning and working climate on the college facility. It is expected that information gleaned by representatives attending the PGC meetings be communicated back to their constituency groups for dialogue and feedback to the PGC when appropriate.

The president's office also communicates about campus activities in less formal ways. For example, the president has begun to distribute a weekly newsletter updating college faculty and staff with relevant events occurring on campus and at the district level. Another example of dialogue by the college president is the President's Forums that occur during the school year. These President's Forums, which are well attended, allow for immediate feedback to the president on items of interest. (I.B.1).

I.B.2

The institution sets goals to improve its effectiveness, consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

The college has established ten measurable institutional student outcomes to improve its effectiveness and improve student learning. The institutional student outcomes support the college's mission statement: 1) Students will progress successfully to acquisition of degrees and certificates; 2) Students will progress successfully to transfer-ready status and transfer; 3) Students will successfully complete their educational goals in vocational programs by acquiring skills, degrees or certificates to improve their employability; 4) Students will succeed in Basic Skills and/or ESL courses and may progress to higher level courses or improve English skills; 5) Students will succeed in basic skills courses and progress to degree level, pre-transfer or vocational courses; 6) Students are benefited by individualized support services in a student-centered college

environment that facilitates success and maximizes student opportunity; 7) Community and businesses are provided with teaching, training, support services, and economic development opportunities based on regional and community needs that are beyond the traditional college; 8) Facilities and auxiliary services will maintain deliveries in functionality, 9) Accessibility, safety, technology, and appearance conducive to a quality educational environment; 9) The college will promote employee success by the development, implementation, and monitoring of issues and activities related to helping all WHCL employees maximize their success; and, 10) The college will allocate financial support in order to effectively maintain and increase the resources and productivity at WHCL. Committees, as well as quantitative and qualitative success indicators, are in place in order to continually assess the stated institutional student outcomes (1.6) (I.B.2).

I.B.3.

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The college further assesses progress toward achieving its stated goals through evaluation of committee structure, program review, and institutional learning outcomes. The college has been successful in implementing a number of successful committees as developed by the campus community. Each committee has identified goals and objectives that evaluate institutional effectiveness as it pertains to their campus role. The mission statement has been revised to provide clear guidance to these committees.

Revisions to the program review process have made it easier for faculty to complete both the qualitative and quantitative portions. The district director of institutional effectiveness, planning, and web services, in cooperation with the dean of educational services and a faculty member with release time, have greatly enhanced the college's ability to provide the statistical information necessary for effective program reviews (1.7). As the college continues its work on student learning outcomes it is clear that this process can assure that a uniform standard is being met in all sections of a class. For example, the English department assessed achievement of student learning outcomes in the spring of 2005 and revisions were made to the student learning outcomes of the course in question. Faculty were satisfied that participating instructors are addressing the student

I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

learning outcome assessed in a similar manner and with similar expectations (I.B.3).

The Planning and Governance Manual identifies the governance structure of the college and is reviewed annually for possible updating. The Strategic Master Plan is included in the manual and identifies the mission, vision, guiding principles, and ten institutional student outcomes. The Planning and Governance Council (PGC) has institutional oversight of all college standing committees and monitors each committee's activity by hearing regular reports at each bimonthly PGC meeting. The PGC membership is represented by all constituent groups of the college. Planning retreats and advisory committees allow for additional input from community members. The college's budget planning process outlines the process for allocation of resources as it supports the college's mission and institutional student outcomes (1.2) (1.6) (1.8). (I.B.4).

I.B.5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The college provides information to both internal constituents and the public in a variety of ways, including printed documents, as well as through the website. The district office recently created the Office of Institutional Effectiveness, Planning, and Web Services that manages the data warehouse, maintains the college's web site as a central location for information dissemination, and provides statistical reports for the colleges. The West Hills Community College District director of marketing publishes a quarterly newsletter, "The Dialogue," which is mailed to homes within the district service area (1.9). In addition the college president provides monthly reports to the Board of Trustees in a public meeting and weekly updates to the college's faculty and staff with important information about college and district activities (1.10). In the future the college president is planning to work with the director of marketing at the district level to develop an annual report to communicate matters of quality assurance to the community (I.B.5).

I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by

The college has several ongoing and systematic cycles of evaluation to assess programs toward achieving improvement of institutional effectiveness. The primary purposes of these evaluations are for integrated planning, resource allocation, and implementation and re-

systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

evaluation. However, over the past several years, financial resource allocation has been extremely limited. The college's ability to assess these cycles of evaluation has been supported by the creation of a data warehouse and the recent addition of a researcher at the district office. Systematic cycles of evaluation for the improvement of institutional effectiveness at current levels of the campus community exist for both instructional and non-instructional areas through program review. For example, non-vocational programs are scheduled for review on a four-year cycle and vocational programs are reviewed every two years. Areas being reviewed are provided with instructions according to the purpose, either instructional or non-instructional. All reviews are submitted for evaluation to the Student Learning Committee. This committee has discovered that the information being used was somewhat antiquated; therefore, revisions have been implemented to include more pertinent information such as student learning outcomes. A student learning outcomes assessment cycle is needed (I.B.6) (I.B.3).

The college relies on faculty, the Academic Senate, Curriculum Committee, and academic administrators for recommendations about student learning programs and services. The Academic Senate has the primary responsibility for making faculty recommendations in areas relating to curriculum, governance, faculty hiring, and professional development (1.7) (1.11). Written policies describing faculty participation in the governance process and the delineation of faculty roles in regard to policy, planning, and special-purpose bodies are in place. Faculty perform a central role in developing, implementing, and evaluating educational programs. The administration supports a decision-making process that involves people who will be affected by the decision. Faculty members' roles in governance and educational matters were established through negotiations and collaboration with the district and college administration. Reassigned time is granted for faculty members with significant responsibilities in governance, such as the Academic Senate president and the Curriculum Committee chair. The Academic Senate has a strong role in college governance through representation on numerous college committees. Sixty-four percent of faculty feel the administration supports a

decision-making process that involves people who will be affected by the decision. Eighty-two percent of faculty concur that the instruction and support staff maintain a major role in curriculum planning, development of student learning outcomes, and evaluation. Seventy-seven percent of faculty agree that they perform a central role in developing, implementing, and evaluating educational programs (1.12).

The college assesses its instructional programs, student support services, and library by program review. The process of program review is conducted by each operational unit on a regular basis (at least every four years, every two years for vocational programs), based on a schedule maintained by the dean of educational services. All completed program reviews are submitted to the Student Learning Committee which is composed of representatives from faculty, students, and staff (1.13). The Student Learning Committee is also responsible for the annual assessment of the Program Review Handbooks. The Program Review Handbooks are the evaluation mechanisms and they have recently been revised (1.7) (1.14) (1.15) (I.B.7).

Self Evaluation

As a new institution, West Hills College Lemoore is evolving its own identity. WHCL is confident that the governance structure and committee processes currently in place are effective tools for future success. The college fully recognizes that communication is important to how effective the institution is in carrying out its mission as well as in its review of whether student success is being achieved. For this reason it is important for the college to review its mission statement on a regular basis to ensure that it is consistent with its ambition. The mission statement has been reviewed and written twice within the past three years.

The college has a very strong committee structure built on a foundation of communication and broad representation. These frequent meetings can appear to be tedious and time consuming. However, these meetings are excellent mechanisms to disseminate information, effectively plan, and improve the potential for student learning; in essence, the college feels as if it is a good

<p>Planning Agendas</p> <p>I.B.1</p> <p>I.B.5</p> <p>I.B.6</p>	<p>check and balance system. The many positive aspects of the college are not currently clearly communicated outside of the college. For this reason, the college president will work with the district director of marketing with the purpose of disseminating information about the college to the community.</p>
	<p>Institutional learning outcomes have been created, are components of the Planning and Governance Manual, and serve as guides for the committee structure developed on the campus. Since these are newly created, there has not yet been an attempt at assessing their effectiveness. For this reason, it is appropriate to have the assessment of institutional learning outcomes as a planning agenda.</p>
	<p>Similarly, student learning outcomes at the course level have also been newly created. Student learning outcomes need regular assessment. Therefore, it is appropriate that the assessment of student learning outcomes also be identified as a planning agenda item.</p>
	<p>Review mission statement every three years to ensure that the needs of the students are being met as the college grows and expands</p> <p>The president will work with the director of marketing at the district level to develop an annual report to communicate matters of quality assurance to the community.</p> <p>The college will implement a student learning outcome assessment cycle.</p>

Standard I Document References

- 1.1 Advisory Committee Minutes
- 1.2 Strategic Master Plan
- 1.3 Board Policy Articles I-VIII
- 1.4 Planning and Governance Council Minutes
- 1.5 Agendas from Interdisciplinary Meetings
- 1.6 Planning and Governance Manual
- 1.7 Program Review Packet
- 1.8 Budget Development Process
- 1.9 “The Dialogue”
- 1.10 President’s Report to Board of Trustees
- 1.11 Board Minutes
- 1.12 WASC Survey
- 1.13 Student Learning Committee Minutes
- 1.14 Program Review Schedule
- 1.15 Sample Completed Program Reviews

Standard II – Student Learning Programs and Services: A Thematic Overview

All of the themes are represented throughout various sections of Standard II; however, certain themes are predominant in each of the sections. Standard II.A (Instructional Programs) is filled with examples and evidence tied to the themes of student learning outcomes, institutional commitments, and institutional integrity. Standard II.B (Student Support Services) has a strong focus on dialogue, institutional commitments, and evaluation, planning, and improvement. Standard II.C (Library and Learning Support Services) also has a focus on dialogue and institutional commitments. The theme of organization is consistently shown throughout the entire standard.

Standard II.A – Instructional Programs

Institutional Commitments

Institutional commitments and institutional integrity are clearly evident throughout this substandard. These themes focus on a “commitment to support student learning as its primary mission”, a “demonstrated concern for honesty, truthfulness, and the manner in which the college represents itself to all stakeholders, internal and external”, and the importance of other key concepts such as “integrity of policies, practices, and procedures”. In this section are exemplary examples of institutional commitment in the description and evidence of the two-year schedule, transfer of credits, and how the college is working diligently to align with the demands of the four-year institutions and the state. West Hills College Lemoore’s commitment to meeting the diverse needs and learning styles of its students is also detailed with evidence and description of faculty training and development. Evidence and descriptions of institutional integrity will be clear through the explanation of program review and curriculum process and examples of the Academic Freedom policy, the code of conduct for faculty, and the recently drafted Academic Dishonesty policy.

Student Learning Outcomes

Student learning outcomes are a work-in-progress at West Hills College Lemoore, and this substandard details the college’s efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level. The focus of the college in the instructional areas has been to create student learning outcomes at the course level, with plans to build it into the areas of program and degrees. This substandard shows the commitment to training opportunities and the subsequent and ongoing dialogue of all college stakeholders in the use of student learning outcomes. Specific examples and evidence are presented that show the development of a student learning outcome cycle that included development, implementation, and assessment in some key courses such as English.

Standard II.B – Student Support Services

Evaluation, Planning, and Improvement

Standard II.B addresses the evaluation, planning and improvement dialogue themes. First, student services evaluate and plan improvement of its services via the program review. All areas of student services are reviewed. Second, the student, faculty, and staff surveys help the college to identify which of the student needs are or are not being met.

Dialogue

Although the percent of satisfaction may seem high, dialogue occurs after contemplating how the college can have a 100 percent satisfaction rate. This in turn creates a dialogue, thus addressing that theme. While working on various standards, the college has been inclusive by inviting faculty, staff, and administration to review the survey results.

Dialogue is also addressed by the faculty, staff, and students receiving club and organization information via office mail, flyers, and email. In addition, these clubs and organizations meet with the activities director for an Inter-Club Council meeting to promote dialogue that will identify and meet student needs at this level. Dialogue also occurs when student service directors meet with staff to review policies, procedures, and information for meeting student learning objectives. Once the evaluation has been made, annual reports are used to evaluate the progress made toward goals. Thus, the college is addressing the dialogue, evaluation and planning, and student learning outcomes through student service directors and staff meetings.

Institutional Commitments

The theme of institutional integrity and commitment is widely addressed in this section. It addresses the availability of student services on campus. The college does work with the community by providing a public transportation route using the Kings Area Rural Transit. Services are also available by phone. In addition, policies, procedures, and services are available via web page. This format allows for the broadest way to update materials. Since so much information is published via the website, the college does provide adequate assistance and computers to students as well as the community. Student services are addressing institutional commitment by serving its diverse population of services. Through various clubs and programs the college does have a regard for issues of equity and diversity.

Organization

The theme of organization is addressed in the format of acknowledging that faculty need incentive to be advisors for more diverse clubs to be created. In addition, it discusses the adequacy of advisors and counselors at the college. It also addresses how well they support learning by the advisors and counselors assisting students.

Standard II.C – Library and Learning Support Services

Dialogue

The theme of dialogue is represented strongly in this section. An example of this is that the college relies on the expertise of the faculty, the librarian, and the support services personnel in choosing educational materials and equipment. This dialogue is accomplished via student and faculty feedback during reference interaction and classroom orientations. The librarian also works directly with faculty and examines course syllabi to evaluate resources needed for class assignments. The librarian asks the faculty to recommend books and materials for the library that support what they are teaching. The college collaborates with other institutions or other sources for library and other learning support services for the instructional programs.

Institutional Commitments

The theme of institutional commitments is also represented clearly in this standard. The college is committed to student learning by building a library collection of over 24,500 items following a collection management policy focusing on the programs offered at WHCL. The college has purchased a new catalog and circulation system called Unicorn that enhances book search and retrieval. The L/LRC focuses on enhancing student information competency by providing a learning environment where there is interaction with library staff both in and out of the classroom. The Library/Learning Resource Center maintains hours for five days a week. It is open from 7:30 a.m. to 8:30 p.m., Monday through Thursday, and from 7:30 a.m. to 4 p.m. on Friday. Students can also access the library away from the college through library passwords that access several databases and have full access to the collection of electronic books.

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.

II.A Instructional Programs

The institution offers high quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and

Descriptive Summary

The effectiveness of West Hills College Lemoore's instructional programs in producing students capable of transfer is evident in the number of students who transferred to CSU schools during the 2004-2005 school year. One hundred and sixty students transferred to California State Universities at Fresno, Humboldt, and San Jose, for example, from West Hills College Lemoore in 2004-2005. This is a significant increase over the 122 students who transferred to CSU schools during the previous school year (2.1) (II.A).

learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

West Hills College Lemoore offers high-quality instructional programs that meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The college relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. The college evaluates the results of research and analysis to improve instructional programs, ensure currency, and to improve teaching and learning strategies through program review. The college relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. The college evaluates the results of research and analysis to improve instructional programs, ensure currency, and to improve teaching and learning strategies through program review and by extension through the educational master plan and the college strategic planning process. The college meets its mission to provide quality learning opportunities by the choice of instructional methods that are based on course objectives, the types of courses, and the students served. In accordance with the district policy on academic freedom, institutional integrity is upheld when course and program curriculum is submitted by discipline through faculty leadership and approved by the curriculum committee as an arm of the Academic Senate.

The mission statement identifies the college's intended student population and drives the development, implementation, and evaluation of all programs and course offerings whether they are offered through traditional face-to-face sessions on campus or at off-campus locations through distance learning. Through its varied partnerships and programs, WHCL builds community and enhances economic growth and development through quality learning opportunities (II.A.1).

II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving student learning outcomes.

The college establishes student learning programs and services aligned with its purposes, its character, and its student population as represented by its course offerings and support mechanisms. To this end Advisory Committees are established for vocational programs (2.2). General Education courses meet requirements for graduation and transfer to CSU and UC. Student Support Services comply with minimum standards to provide required services as indicated by Education Code and ADA requirements. Most vocational program advisory committees (Administration of Justice, CIS/BUS/HRCM, and Child Development) meet twice each academic year; however, some have met on an informal basis. Revisions or implementation of vocational student learning programs require input and recommendations from advisory committee members. There is an active Business Advisory Committee that meets twice a year to advise the college on course offerings and content. The Business Advisory Committee has discussed proper classroom software to teach various business courses, for example. The director of institutional effectiveness, planning, and web services provides research data for individual departments and instructional programs for program review. According to the student survey, a majority (74 percent) agree that the college is keeping with its mission in creating and maintaining a campus climate that meets the needs of its students, while 77 percent of the faculty and 67 percent of the staff agree with this same question (2.3) (II.A.1.a).

II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

The college offers curriculum designed expressly for the purpose of meeting a wide range of student needs. The college also utilizes a wide variety of delivery methods to reach the diverse student population. West Hills College Lemoore offers twenty-two associate degree majors. In addition there are twenty certificate options for vocational students (2.4). The college uses traditional face-to-face, interactive video-conferencing, and online methods to deliver both short-term and full-term courses term courses (2.5). For example, for the past several semesters the business department has offered the basic Introduction to Business class in traditional and online formats, in both full and short-term lengths. According to the student survey, 66 percent of respondents agree with the statement that the college uses delivery modes that reflect the diverse needs and learning styles of its students, while 48 percent feel that

II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes, and uses assessment results to make improvements.

traditional mode courses and distance education mode courses are equal in content (2.3). Twenty-three percent were neutral. A variety of delivery modes are used in traditional, hybrid, and online courses to reflect the diverse needs and learning styles of the students (2.5) (II.A.1.b).

One way the college maintains equality among delivery options and verifies appropriate preparation in articulated courses is through the application of student learning outcomes. Approximately 25% of the college's curriculum has incorporated student learning outcomes in course outlines and course syllabi. Further development of student learning outcomes will occur by departments or instructional areas and be led by faculty that have successfully produced student learning outcomes for their discipline. Student learning outcomes for student services areas are also currently under development. Dialogue has begun in department and curriculum meetings to incorporate assessment data, such as student success rates, to measure and improve student learning. The assessment of these outcomes to suggest changes to courses is limited at present. For articulated classes and sequential classes the required SLOs are specific. According to the survey recently completed by students, a majority of them (54 percent) agreed with the statement that they are aware of the SLOs in their classes. Thirty-six percent of faculty agreed that at this early stage SLO results are already being used to make improvements in their courses (2.3) (II.A.1.c).

II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract and other

Through communication among faculty, including curriculum review meetings, the establishment of prerequisites for professional programs, academic requirements, and expectations for subsequent transfer or employment is discussed and implemented. West Hills College Lemoore offers pre-collegiate and developmental courses in math, English, and English as a Second Language. The college has developed partnerships with a neighboring community college (Fresno City College) to offer certificate programs in Radiologic Technology and LVN to RN. WHCL has also developed a contract with a major industry (Leprino Foods) to provide pre-employment assessment. WHCL has also implemented a community education program to provide interest-based and short term training opportunities to the community. West Hills College Lemoore does not offer study abroad or international student programs. The college, in conjunction with the WHCCD, is

special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a.

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate, to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

exploring the expansion of its contract education program to provide continuing education training to area businesses and the community at large. WHCL assures the quality of all its instructional offerings through its program review process. The college also maintains articulation agreements with four year colleges and universities for its transfer level courses, thereby assuring quality of its programs (II.A.2).

Through communication among faculty, including curriculum review meetings, the establishment of prerequisites for professional programs, academic requirements, and expectations for subsequent transfer or employment is discussed. The WHCL Curriculum Committee establishes procedures for the creation, design, and approval for new courses offered by the college. The Curriculum Committee also approves student learning outcomes to be included in the course catalog. The Curriculum Committee is comprised of faculty representing the instructional departments of the college. The articulation officer and the CIO are also members of the Curriculum Committee. Department faculty are responsible for designing SLOs for their department's curriculum. Student learning outcomes are evaluated through the program review process and by discipline faculty (II.A.2.a).

The college relies on faculty expertise to identify competency levels. For example, English faculty established student learning outcomes for four vital courses: 101B, 105B, 51A, and 1A. These courses are used regularly as prerequisites and advisories for other courses. Faculty determined what skills students should master in each class. Although administrators organized and attended the sessions during which SLOs were identified, they did not influence the faculty's decisions. Faculty establish course expectations of a rigor commiserate with college-level work as illustrated by the inclusion of components of critical thinking and analytical skills. Course goals and expectations are identified on course outlines (2.6). Academic freedom policies encourage faculty to expose students to varied ideas and concepts. The college is committed to employing qualified and diverse faculty to enhance students' learning experiences (2.4) (2.7). Advisory committees are formed for vocational programs and provide community expertise in evaluating the quality of the college's vocational program offerings (II.A.2.b).

II.A.2.c

High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The college assures that high quality instruction and appropriate breadth, depth, and rigor of the curriculum are maintained. The quality of curriculum is assured through program review at the learning area level, the ongoing revision of curriculum, and the implementation of student learning outcomes in the courses. The quality of instruction is assured through the evaluation of full-time and part-time faculty. Instructor evaluations are conducted at least every four years for tenured, full-time faculty; adjunct instructors are evaluated at least during their first year. The evaluation process is thorough and includes classroom observation, student evaluations, and a self-evaluation component that includes goals and plans for each faculty member. An evaluation team comprised of both faculty and administrators works with the faculty to identify areas of strength and areas for growth if needed. Evaluations are kept on file in the Office of Human Resources.

Non-vocational instructional areas (learning areas) are required to submit a program review every four years to show quality of program. Vocational programs submit program reviews every two years. Learning areas work to keep curriculum relevant and updated through five year course reviews. Curriculum representatives meet weekly to approve and review course revisions, new courses, course deletions, and course inactivations (2.8).

Student learning outcomes are being implemented in courses within each learning area enabling the learning area and the college to measure the breadth, depth, and rigor in the curriculum. A cycle was implemented starting in the spring of 2004 to develop and implement student learning outcomes in each learning area. In January of 2005 a group of faculty and administrators attended a workshop entitled "Going from Confusion to Confidence: Student Learning Outcome Assessment Cycles at Bass Lake." During the summer of 2005 a similar session was held on campus in order to disseminate the information from that conference to a wider campus audience. In addition, pertinent information from this session was included in adjunct faculty orientations. A specific example of SLO implementation is provided by the Arts and Letters faculty who developed student learning outcomes for the English courses in the spring of 2004. SLOs were implemented in courses by both part-time and full-time instructors during the fall of 2004. During the spring of 2005 a SLO assessment was done for English 51A.

Full and part-time faculty met to assess a common writing project. Faculty agreed that their expectations were similar. There was also discussion of how the assessment process will impact future planning and teaching (II.A.2.c).

II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Several delivery modes and teaching methodologies are used in traditional, hybrid, video-conference, and online courses to reflect the diverse needs and learning styles of the students. Professional development that includes seminars on technology is offered during the semester, on Flex and Duty days, and through the Employee Educational Assistance Program. Current teaching methodologies and modes are addressed at conferences attended by faculty (Intersegmental Major Preparation Articulated Curriculum, National Institute for Staff & Organizational Development, and National Council of Teachers of English). The use of technology in the classroom aids in addressing the diverse needs and learning styles of students. A growing number of instructors are using technology such as PowerPoint presentations and Blackboard to create web-enhanced formats for their classes. Many of the college's courses are offered online or through video conferencing. Course outlines include a distance education addendum that provides for formal approval to allow for alternate means of delivery. These technologies allow students who have a variety of learning styles, such as interpersonal and visual, to become engaged more effectively in the classroom. Eighty-two percent of faculty agree that they maintain currency in teaching through ongoing learning, technology skill development, and implementation of student learning outcomes. Eighty-two percent agree that instructional and support faculty have opportunities for professional growth through conference and workshop attendance. Seventy-seven percent of faculty agree that they are provided sufficient training in technology to perform their jobs. Seventy-four percent of students are pleased with the quality of learning/instruction at the college. Sixty-six percent of students agree that the college uses delivery models and teaching methods that reflect diverse needs and learning styles of students (2.3). These efforts could be aided through changes to the tenure review process to include awareness of and development of use of varied delivery methods (II.A.2.d).

II.A.2.e

The institution evaluates

The college provides a systematic review of courses and programs through program review, updating of curriculum,

all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

and implementation of the student learning outcomes in learning areas and courses. The implementation of a data warehouse system, along with the addition of a director of institutional effectiveness, planning, and web services at the district office and the resulting ability to review statistics such as completion rates, retention, grades, and placement scores, is helping the institution in a systematic process. The program review process has shown improvements with a cycle developed by the dean of educational services. A program review that was due in spring 2005 would follow a specific procedure that would occur over two semesters in length. The program review process has been greatly aided by the revisions implemented by the dean of educational services. In addition, a math faculty member has been given release time to help review and distribute statistical data provided by the director of institutional effectiveness, planning, and web services so that faculty can better utilize the information. The program review process is tied to the budget development process in that requests for additional staffing must be accompanied with a program review report (II.A.2.e).

Faculty, administration, and other employees at the college continually evaluate and seek to improve the quality, currency, and consistency of all courses, certificates, programs, and degrees. Student learning outcomes are being developed and implemented on a course by course basis. According to state and college curriculum guidelines, all courses must be reviewed and updated every five years (2.9). New courses are being developed within various learning areas to remain current within that learning area. For example, World History and Women's History have been developed to keep up with the requirements from baccalaureate institutions. New programs and degrees are being developed to better service student needs and the needs of the current job market, including Culinary Arts, Communication, and Web Developer. More than half of the students surveyed believe that courses offered at the institution are in line with its mission statement and serve the needs of the students and the community (2.3).

It has been difficult for the college to find adjunct faculty to teach in areas such as science, particularly in chemistry and physics. There are no full-time faculty available to advise students in some academic area degree programs, such as psychology. Six full-time, tenure track faculty members

were hired for the fall 2005 school year. Three of these were replacement positions (chemistry, sociology, and art). The other three are new positions in biology and math. In addition, full-time golf and women's soccer coaches were hired. Plans are underway to hire additional faculty members in the spring of 2006 (II.A.2.f).

II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Some learning areas (history, CIS) are considering standardized exit exams to measure student learning. Several learning areas have indicated that the only way to accurately measure student learning outcomes among the various sections of a specific course is to create a standardized exit exam to be taken by all students across all sections of the course.

The English faculty are currently working to employ a grading rubric to measure student learning. This rubric was first used in the spring of 2005 to assess an in-class essay and is expected to be used in future terms. The use of such a rubric should create a more uniform method of grading among all sections of a particular course (II.A.2.g).

II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The college has completed student learning outcomes for many high-enrollment courses. The college has not implemented student learning outcomes for all applicable courses or programs. Student learning outcomes have not yet been applied to all online courses, nor have they been applied to courses taught entirely by adjunct instructors. Some learning areas, such as Arts and Letters, have successfully included adjunct faculty in the creation and implementation of student learning outcomes. The college is still discussing the proper location of where student learning outcomes should be placed. A newly formed Student Learning Outcomes Committee will be addressing this issue. A process for evaluating the achievement of student learning outcomes varies from course section to course section in some learning areas. There is some funding and support for the creation of student learning outcomes. These monies have been used for meetings, conferences, and workshops. In general, funding and support for the assessment of student learning outcomes is scant; however, the student learning outcome assessment for English 51A was supported as an adjunct training session (II.A.2.h).

II.A.2.i

The institution awards

Many courses now have student learning outcomes, and some of those have established assessments. Once student

degrees and certificates based on student achievement of a program's stated learning outcomes.

II.A.3
The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue; the institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a

learning outcomes have been established for all courses within a program, programmatic learning outcomes will be established. Currently the faculty for the vocational programs are working on reducing the number of student learning outcomes for their programs. Not all learning areas have completed student learning outcomes. Testing the validity of student learning outcomes is a considerable problem within the academic programs. In some learning areas adjunct faculty are not a part of the process of developing or testing student learning outcomes even though the vast majority of courses are taught by adjunct instructors. The recent reinstatement of monthly division meetings may make some of these processes easier. This has been started by the Academic Senate with Social Science/Child Development, Arts & Letters, and Non-teaching faculty reporting at the first Academic Senate meeting of the month and Math/Science/PE, CIS/Business/HRCM, and Allied Health/Public Service reporting at the second Academic Senate meeting of the month (II.A.2.i).

The general education component of the associate degree allows students to explore and examine different areas of study; to acquire reading, writing, and critical thinking skills; to grow in the understanding of cultural and ethical self-awareness; and develop a sense of intellectual curiosity conducive to lifelong learning. Each vocational degree and certificate program requires certain components of general education to be completed. The college catalog clearly states those requirements for each and lists learning outcomes for those who complete them (2.4). The Curriculum Committee meets weekly to ensure suitability of existing courses and possible inclusion of new courses. Sixty percent of faculty and 72 percent of staff feel GE requirements for degree and certificate programs are clearly stated in the course catalog (2.3) (2.4). According to the faculty survey, student learning outcomes need to be used more to assess and make improvements for GE, degree, and certificate programs. Measurement of student learning outcomes is difficult for such classes as philosophy, English, and history where multiple evaluating mechanisms are needed (II.A.3).

West Hills College Lemoore offers several courses in its

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c

A recognition of what it means to be an ethical

general education component that allow students to satisfy the humanities and fine arts, natural science, and social science requirements for the associate degree. The humanities and fine arts requirement may be satisfied with over twenty courses listed in the WHCL catalog. These courses enable the learner to gain knowledge, cultivate intellect, and develop sensitivity to the arts and culture in a complex society.

Natural science offerings include courses in biology, chemistry, geography, geology, mathematics, physical science and physics that develop a student's appreciation for scientific inquiry, scientific method and quantitative reasoning. Social science courses allow students to explore the vast array of political, social, historical, and economical foundations that influence the society in which we live and work (II.A.3.a).

West Hills College Lemoore's general education courses allow students to become productive citizens and life long learners by encouraging students' development as effective communicators, critical thinkers, and effective learners of information competency and computer literacy. The college prides itself in the incorporation of the latest technology in its classroom delivery and support systems to provide the most effective learning opportunities for students. Computer literacy and information competency are not direct requirements for the associate degree but are imbedded in course offerings whether they be traditional face-to-face offerings or through the college's online delivery. WHCL students utilize computer competency skills in that the college provides up to date online course schedules, college catalog, application and registration processes online or through individual one on one assistance.

WHCL students meet minimum competencies in reading and writing by satisfactorily completing English 51A or 51B, or 1A with a C or higher or by other means outlined in the college catalog. Competencies in mathematics can be demonstrated by completion of Mathematics 61 or 87 with a grade of C or higher or other means outlined in the college catalog (II.A.3.b).

West Hills College Lemoore's general education courses promote cultural diversity and sensitivity to ethical principles and civility as evidenced by assignments and course content

human being, an effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and anesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.4

All degree programs include focused study and at least one area of inquiry or in an established interdisciplinary core.

II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and

that incorporates critical thinking and cultural pluralism. The sociology department held a forum promoting the awareness of the exploitation of workers in third world countries that produce textile products to U.S. manufactures utilizing low wages. West Hills College Lemoore has approved an academic honesty policy demonstrating to students that acceptable conduct is paramount.

WHCL promotes student involvement in college clubs and organizations and the Student Government Association. Students are included in many of the college's shared governance meetings and learn first hand participatory governance processes. Many faculty require students to attend governmental meetings or college events and complete class projects promoting awareness in the community. Some economics students have attend government meetings in the state capitol to view firsthand the states government at work. Clubs and organizations belong to the Interclub Council to coordinate activities and events on campus. Many organizations sponsor cultural awareness activities throughout the academic year to bring awareness of cultural heritage and traditions to the campus (II.A.3.c).

All associate degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core. All AA/AS degrees require at least 18 semester units of study in the major (2.4). For example, the history degree requires 18 units including U.S. History, Western Civilization, World History, and either African American History, Chicano History, or Women's History. Some vocational degrees allow study in a single area of inquiry. All academic degrees allow study in an established interdisciplinary core (2.10). Seventy-seven percent of faculty strongly agree that they perform a central role in developing, implementing, and evaluating educational programs. The number of full-time instructors is insufficient to meet student need in some degree programs such as psychology (II.A.4).

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards that prepare them for external licensure and certification. Child Development, Administration of Justice, and Health Career programs are regulated by state and

professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

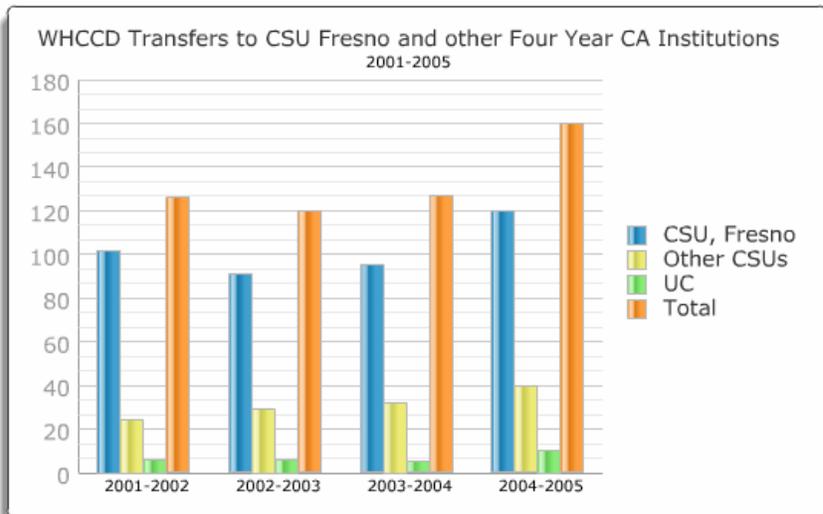
II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

II.A.6.a

federal agencies. Vocational programs use industry-based advisory committees to assist in determining the technical and professional competencies. Students' technical and professional competencies in vocational and occupational programs are measured through skill tests, written tests, demonstrations, and/or passing certificate exams (2.11) (2.12). For Administration of Justice courses 50A, 50B, 51, and 55, students must pass Police Officers Standards and Training or Correctional Police Officers Standards and Training certification tests. Students completing the Registered Nursing program had a 100% pass rate in the state certification examinations in May 2005. Fifty-nine percent of the faculty strongly agree that students demonstrate technical and professional competencies that lead to employment opportunities (2.3). A core indicator of student competence is employment documented by degrees and certificates awarded. The college will develop a mechanism for better documenting the employment of students who have completed vocational or occupational programs (II.A.5).

The college catalog clearly describes degree and certificate requirements. The college catalog is updated annually to maintain accuracy. Individual instructors submit course syllabi to the instruction office at the beginning of each term. Instructors distribute course syllabi to students at the first class meeting and review content to assure understanding of the course requirements and attendance policy (II.A.6).



Clearly stated transfer-of-credit policies are available to

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution developed articulation agreements as appropriate to its mission.

II.A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

students through the college catalog. Students who meet with counselors are made aware of these policies and directed to use the Assist.org web site to identify campuses they are considering transferring to or from. Expected student learning outcomes have not been defined in all courses to match with transfer credits from other institutions; however, through the development of student learning outcomes in all courses, the use of the CAN (Common Articulation Number), and other college catalogs an informed decision can be made regarding this. A strong articulation process is in place with our major transfer university, which is CSU Fresno. The articulation officer, Curriculum Committee, and the articulation officer at CSU Fresno are diligent about sending new and updated curriculum to the university, entering information into Assist, and communicating when courses have officially become cataloged. One example of this is the attempt to articulate courses within the Liberal Studies Blended program at CSU Fresno. CSU Fresno developed this program during the 2000-2001 catalog year and has made many revisions during the past three years. This coming year they're launching a new "Integrated Program" for Liberal Studies majors who want to become multiple subject teachers. That is in alignment with other CSU schools. This new model includes a core 45 units that will be accepted at CSU schools and 15 units that will be articulated locally to allow the community college student to transfer with 60 units. WHC Lemoore has been creating and revising courses in this area and should have a fully articulated program that matches the new "Integrated Program" that will be launching in the fall of 2005 at CSU Fresno. The lack of a full-time articulation officer does inhibit these processes (II.A.6.a).

The college offers a two-year schedule that allows students to plan their courses and complete their education in a timely manner with a minimum of disruption. Fifty-five percent of students agree that courses leading to an associate's degree and/or a certificate program are offered in a timely manner. Twenty-three percent were neutral (2.3). Courses necessary for graduation are offered even if enrollment is low in order to assure that students can complete their educations efficiently (II.A.6.b).

II.A.6.c

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing-board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and

On-campus events are held to introduce, teach, and assist current, new, and prospective students to equipment, facilities, and programs. Periodically throughout each academic year counselors and financial aid staff visit middle schools and high schools in our area to present informational presentations and assist with online applications both for college entrance and financial aid. The college held its first Open House on October 30, 2004 to introduce, teach, and assist current, new, and prospective students to equipment, facilities, and programs. In January of 2005 the financial aid staff visited many local area high schools to present Free Application for Federal Student Aid (FAFSA) instruction and scholarship awareness. Counselors and advisors visited local high schools heavily each spring to facilitate enrollment in college. On April 29, 2005 the college hosted approximately 200 visiting high school Remedial Skills Program students who received information about college programs and services and tours of college facilities (II.A.6.c).

In 1998 the West Hills Community College District Board of Trustees approved Board Policy 313 Academic Freedom. Board Policy 313 identifies provisions under which faculty maintain freedom to instruct and provide course content to adequately maintain the quality and integrity of their individual courses. The West Hills College Lemoore Academic Senate recently developed an academic honesty policy that was approved by the WHCL Planning and Governance Council in October of 2005. The Senate presented this policy in the form of a resolution to the WHCCD Board of Trustees at their November 2005 meeting. This policy describes academic behavior expected of all students (II.A.7).

The faculty of West Hills College Lemoore adhere to an academic freedom policy that outlines the distinction between personal conviction and professionally accepted views in a discipline. The Academic Freedom Policy is clearly stated in the 2005-2006 college catalog. It was approved by the senate and is similar to the one found at the state and national level. The statement includes the elements

information fairly and objectively.

II.A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

of professional versus personal conviction, professionally accepted views of the discipline, and the presentation of fair and objective information (2.4) (II.A.7.a).

An online academic dishonesty policy is available for all courses. Academic dishonesty is dealt with individually by instructors according to the level of dishonesty. Expectations are expressed in individual course syllabi (2.13). For example, one faculty member presents a mini-lesson on plagiarism on the first day of class along with the syllabus. The handout on plagiarism states, "Penalties for plagiarism are severe; they commonly range from failure on the paper to failure in the course; in some institutions the penalty is dismissal from the college." The Academic Senate is currently discussing this policy during the 2005-2006 school year and formed a committee to review policies from other colleges. Also, the Academic Senate is reviewing a proposed academic honesty policy (2.14). The Academic Senate is currently receiving feedback from faculty and departments and is expected to take a proposed policy to the board by the end of the fall semester 2005. This policy was approved by the PGC in the fall of 2005.

Publications, which include the catalog and schedule on the web site, are continually updated to ensure accurate and up-to-date information and resources to all concerned and interested. The college web site and on-campus customer services are inviting and complete; however, there continues to be a concern about the lack of community access to these types of documents. The student survey reflects a 50 percent to 75 percent satisfactory rating in terms of accessibility of information for all types of students. More than 70 percent of surveyed students agree that the online only catalog and schedule is sufficient (2.3). For students unable to physically get to campus, services such as admissions, online counseling (Ask-a-Counselor), view and order transcripts, and financial aid forms are available online. The district is currently preparing a community survey to assess the impact of the online only catalog and schedule. In addition, the college created a print version of the fall 2005 schedule, although the online schedule will continue to have the most up-to-date information (II.A.7.b).

II.A.7.c

Institutions that require conformity to specific

West Hills College Lemoore is a public community college and therefore does not seek to instill specific beliefs or world views in their students. Faculty are provided with specific

codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, get clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

II.A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

codes of conduct in the faculty resource guide that is distributed to new faculty when they are hired (2.15) (II.A.7.c).

West Hills College Lemoore does not offer curricula in foreign locations to students other than U.S. nationals (II.A.8).

Self Evaluation

West Hills College Lemoore meets most of this standard. The college offers high-quality instructional programs which are consistent with its mission to provide training and educational programs that lead to degrees, certificates, employment, or transfer to higher education institutions. These programs are systematically reviewed to assess achievement, currency, improvement of teaching and learning strategies and the achievement of student learning outcomes.

The college revised the schedule and format of program reviews to include implementation and assessment of student learning outcomes. Specifically, the revised program review process addresses how the programs are aligned to the advancement of the college mission, goals and objectives. Additionally, the program review requires programs to describe at least three short term and three long term goals which include student learning outcome goals. Although, non-instructional programs are scheduled to be reviewed every four years and vocational programs reviewed every two years, under the revised program review all programs are required to submit a midterm report. The midterm report

allows program to assess and redirect their originally intended objectives in a timely and efficient manner that are more conducive to educational demands of a college in the 21st century.

West Hills College Lemoore strives to meet the varied educational needs of its students, always keeping in mind their educational preparation and the diversity, demographics and economy of the community. Utilizing research and analysis provided by the district director of institutional effectiveness, planning, and web services, critical review by the Student Learning Committee and the collaborative efforts of learning area faculty, programs are reviewed to progress toward achieving student learning outcomes. Through this overall systematic program review process the improvement of student learning outcomes are forthright and the results are available to appropriate constituencies. In fact, the composition of the program review and the Student Learning Committees include students, faculty, administration and classified employees.

In addition to the Student Learning Committee vocational advisory committee meetings are conducted to provide the college with industry specific information on training requirements and job labor market needs. Most of the vocational disciplines meet regularly to discuss pertinent information that assist the college in meeting its mission. Several disciplines have not met formally to conduct such meetings; however input from committee members has transpired.

For non-vocational programs faculty use the curriculum review process and the emphasis of general education requirements for transfer to CSU and UC. The campus' Curriculum Committee ensures that courses and educational programs are aimed at meeting the college's mission. The Curriculum Committee members also represent the appropriate constituencies. Student Services comply with minimum standards to provide required services as indicated by Education Code and ADA requirements.

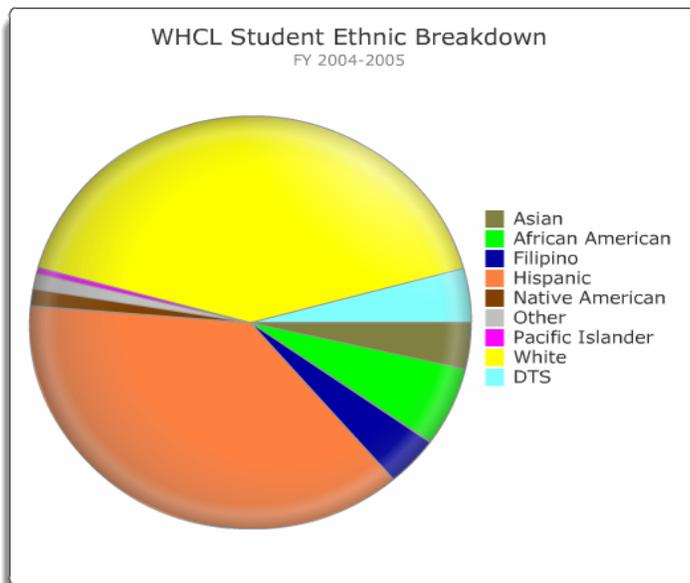
The institution strives to ensure that all instructional programs regardless of location or means of delivery address and meets its mission. The current program review process is aligned with best practices among community colleges; however with the recent inclusion of student learning

outcomes sufficient time has not transpired for adequate assessment. The quality of instruction and appropriate breadth, rigor, sequencing, time to completion, and synthesis of learning is characterized in all programs regardless of delivery methods are evaluated in a collaborative and comprehensive fashion using valid data.

West Hills College Lemoore has implemented student learning outcomes in many of our high demand and high-enrollment core academic courses. The college estimates that approximately 25% of its courses contain student learning outcomes. The Student Learning Outcome Committee will continue to move forward in the development of student learning outcomes by conducting workshops according to learning areas. These workshops could possibly improve the development of student learning outcomes by 10% yearly. Assessment mechanisms to validate student learning outcomes also needs to be addressed.

II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and



Descriptive Summary

West Hills College Lemoore identifies Student Support services as a launching point of services for our students. Student Services at Lemoore offers a variety of pathways and procedures such as: outreach presentations, admissions process, assessment tests, new student orientations, individual and group counseling and advising sessions, classroom presentations, president forums, registration satisfaction surveys, and financial aid presentations and

staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

workshops. Student needs are administered by the dean of student services, staff, and other administrators from programs like EOPS, DSPS, counseling and advising, financial aid, Educational Talent Search, Upward Bound Math and Science, CAMP and veterans services. These services are essential to providing access and success for low-income and underrepresented student populations. The student population is rich with diversity and WHCL considers this an asset toward student success.

The college assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning, and enhance achievement of the mission of the institution. The development of student learning outcomes for student support services was initiated in the spring of 2005 and was aligned closely with the work of the Student Success Committee. The dean of student services has worked with his staff to develop student learning outcomes for the areas of his responsibility, such as counseling and advising, financial aid, categorical programs, and admissions. The first cycle of implementation and assessment of student learning outcomes will begin in the spring of 2006.

West Hills College Lemoore student services are available Monday through Friday during business hours at the West Hills College Lemoore Campus and LNAS office; Extended hours occur on Monday through Thursday at West Hills College Lemoore. Student services available include admissions, placement, orientation, counseling, registration, cashiering, financial aid, veterans' services, transcripts, and support programs like EOPS and DSPS. The college also maintains a bookstore and library with operating hours extended in the evenings. In addition, students are able to order textbooks and supporting materials online that may normally be available in the library or bookstore as part of their course structure. Only 18.5 percent of faculty surveyed feel that counseling program resources are not adequate while 36 percent were neutral (2.3). Fifty-seven percent of students believe that the college has sufficient qualified classified staff to support its programs and services and assist students at all levels. Eighty-two percent of the faculty believe they meet the needs of the diverse student population. Forty-nine percent of students feel that with the college going to an online catalog, registration process (which includes admissions and placement), and payment

process, minimal impact has occurred on the manner in which they perform these functions with more than 25 percent being neutral (2.3).

Student Services has used assessments to validate the quality of the services they provide and to make changes if needed. An example of this was the development of a new registration form to help with the registration process. The form was clear and effective for students, faculty, and student services staff. The new registration forms were used for the first time during the first week of the fall 2005 semester (2.16) (II.B.1).

II.B.2

The institution provides the catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a

General Information

- *Office Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

West Hills College Lemoore provides a catalog for its constituencies with precise, accurate, and current information. Most students access the catalog using the West Hills College Lemoore website. The link to the catalog is clearly displayed at the center of the home page for West Hills College Lemoore. The website also gives constituents the option of downloading a pdf file which allows for easy reading, and also enables individuals to print the entire catalog, or sections of the catalog, from home. An online catalog has advantages: accessibility at any time, it is regularly revised to reflect accuracy, and allows access to the broadest possible audience. Until recently the catalog has been available only on the web site until the fall 2005 semester when a printed catalog was available.

The content of the catalog is clear and up-to-date. The home page of the web-based catalog features four main areas (course descriptions, general information, faculty and administration, and programs of study). The name, address, and telephone number of the college are clearly displayed. The educational mission, course/program/degree offerings, academic calendar and program length, board adopted academic freedom statement, availability of student financial aid, and available learning resources are all clearly written and found under the general information area. One advantage of accessing the catalog in the online format is the hyperlinks that are provided to other areas of the website for further information. For example, in the catalog section on financial aid, a link is provided that takes the students directly to the financial aid section of the college website. Another example of this is a link provided directly from the explanation of learning resources available which links directly to information about tutoring services on the

	<p>website. The names and degrees of administrators and faculty are found under the faculty and administration button (II.B.2.a).</p>
<p>II.B.2.b <i>Requirements</i></p> <ul style="list-style-type: none"> • <i>Admissions</i> • <i>Student Fees and Other Financial Obligations</i> • <i>Degree, Certificates, Graduation, and Transfer</i> 	<p>Current information about admissions, financial aid policies, and degree requirements are available in both the college’s web-based catalog and the printed catalog. Campus computers are available to access this information in the Library/Learning Resources Center, the Open Entry/Open Exit Lab, the science labs, and the lobby area in the Administration/Student Services Building.</p> <p>To some students and potential students, the use of technology can be overwhelming if they do not know the “educational language.” For this reason the college provides assistance to students (including bilingual assistance) with navigating the website. Any individual whether it is a student, potential student, or staff member may also receive current information from the personnel at the front counter in the Administration/Student Services Building. So that the “human touch” is not lost, a welcome letter is sent automatically after completion of the online application. The information in this letter is consistent with the information on the website and in the catalog (2.17) (II.B.2.b).</p>
<p>II.B.2.c. <i>Major Policies Affecting Students</i></p> <ul style="list-style-type: none"> • <i>Academic Regulations, including Academic Honesty</i> • <i>Nondiscrimination</i> • <i>Acceptance of Transfer Credits</i> • <i>Grievance and Complaint Procedures</i> • <i>Sexual Harassment</i> • <i>Refund of Fees</i> • <i>Online and Email Policies</i> 	<p>Major policies affecting students can be accessed by using the printed catalog or the online catalog. Academic regulations and the student Code of Conduct is located in the catalog. A description of refund policies, transcripts, and complaint procedures can also be located in the catalog. Some of the policies, for example the affirmative action statement, are written in both English and Spanish. Students will find policies that affect their rights and other students’ rights while attending the college in the Student’s Rights and Responsibilities section. Although the academic honesty policy is not in the current catalog, a draft of a policy has been sent to the Planning and Governance Council and is being discussed at the District Leadership Committee. Policies like the academic honesty policy, once properly approved, are placed in the catalog for student and staff accessibility. According to the student survey, 53 percent of the students feel that the college provides current and accurate information about its students conduct, standards, and complaint and grievance procedures; 25 percent were neutral (2.3) (II.B.2.c).</p>
<p>II.B.2.d</p>	

Locations or publications where other policies may be found

II.B.3

The institution research shows and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

In addition to having the current catalog on the college website, individuals are able to access pdf files (or online versions) of the catalogs going back to the 2001-2002 school year. Catalogs and other documents with policies can also be located in the library, administration building, and district offices and are available upon request (II.B.2.d).

According to the staff survey, 74 percent agreed that student services are accessible on the college campus during day and evening. Seventy-three percent of students surveyed stated that they have adequate access to a computer for retrieving college information such as schedules and catalogs. Seventy-three percent of students responded that they have adequate access to computer systems to complete coursework that may be assigned by instructors of non-computerized classes (for example, the completion of a paper for English class). The Library/Learning Resource Center is one of the available campus locations for students to gain computer access (2.3) (II.B.3.).

The college assures equal access for all students. The college offers multiple opportunities for students to reach staff and faculty for educational needs through the website, school hours of service, faculty office hours, and community outreach programs. Services available through the website include applying online, enrolling in classes, receiving counselor assistance, checking on the financial status, retrieving email, and financial aid status. Services at the front counter of the Administration/Student Services Building are available Monday through Thursday from 7:30 a.m. to 7 p.m. and Friday from 7:30 a.m. to 5 p.m. The front counter of the Administration/Student Services Building accepts walk-in traffic and phone requests for information.

The Kings Area Rural Transit bus (KART) makes scheduled runs to the college at least every hour from 7 a.m. to 9 p.m. The KART bus schedule is available in the administration building, Library/Learning Resource Center, and snack bar.

During the last few years the college has seen a dramatic rise in the enrollment of first-generation high school students bound for college (2.18). Counselors and advisors have visited local high schools to inform and enroll students by specifically targeting students whose household has not previously had any family member attend college. Programs such as CAMP and EOPS host a number of recruitment

events that allow them to work directly with incoming students. The counselors and advisors bring laptop computers to enroll students on the high school site (2.19). Programs such as Upward Bound Math and Science (UBMS) and Educational Talent Search (ETS) also ensure equal access to our surrounding community by providing direct services for junior high school and high school students in our surrounding areas. Both ETS and UBMS provide the grades 7-12 community with academic advisors, tutoring services, and summer outreach programs. There are currently over 600 students enrolled in the ETS program, and for the past three summers over 200 of these students have spent two weeks on the West Hills College Lemoore campus experiencing college work and college life as part of the 5C Experience summer program (Creative and Cool Community College Camp). UBMS has also offered an extensive summer program for the past three summers that has included college visits, on-campus enrichment activities in the areas of math/science, college courses, and field trips to such places as the Grand Canyon (2.20) (II.B.3.a).

II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Based on a student survey, 74 percent of students feel that the college creates and maintains a campus climate that fosters acceptance and cohesiveness. Within the college community, students have diverse population, age, disabilities, and educational goals. Leadership and motivation are promoted to the student body through club, organization, and community involvement. Cultural, social, and environmental awareness is promoted throughout the college's student body. Through clubs, organizations, and Inter-club Council, students are introduced to college and community activities. In addition, SIFE (Students in Free Enterprise) and other clubs also provide opportunities for community involvement. Faculty, staff, and students receive club information and happenings via inter-office mail, flyers, e-mail, and weekly calendars. The college's web site has information about upcoming events. Students can start a club or organization by requesting a Students Club/Organization Charter Request through the dean of student services. The dean of student services provides protocol and approval of all college and community functions for any college club or organization. Additional club assistance is provided by a faculty advisor to guide them throughout their scheduled functions. Many cultural events are organized and sponsored by student clubs: Cesar Chavez Day, Mexican Independence, Black History Month,

and Women's History Month. VTEA and SIFE funds are also available for special events (II.B.3.b) (II.B.3.d).

Students in social science, interdisciplinary studies, and education courses are encouraged to work on college-related projects as a component of the class requirements. For example, in the Education 1: Introduction to Teaching course students are required to do a community project that involves 20 hours of service as a tutor or mentor in a K-12 classroom in the local community. Student ambassadors are encouraged to assist with outreach functions and are presented with promotional and scholarship awards (II.B.3.b).

II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

The college utilizes counselors and advisors to assist students in selection of careers and academic majors, as well as to provide educational plans, transcript evaluation, and verification of graduation petitions. The college employs a staff of four full-time and four adjunct counselors, as well as three academic advisors. Counseling services are effective both in the form as appointments and as delivered in guidance courses such as Interdisciplinary Studies 1, via e-mail, and through drop-in services. Special programs also provide counseling, for example DSPS, EOPS, CARE, and CAMP students. Only 27 percent of faculty surveyed feels that counseling program resources are adequate perhaps because faculty are unaware of all services available to students (2.3).

The college has developed a handbook for counselors and advisors explaining the functions, expectations, and descriptions of their jobs. Counselors are certificated faculty and are evaluated accordingly. The evaluation process for a non-tenured counselor includes a self-evaluation, the development of goals and plans, observation of counseling sessions by an evaluation team, and student surveys. .

Academic advisors play vital roles because students see advisors typically before they see counselors, thus creating rapport with students and increasing student interaction. Academic advisors are highly visible at outreach functions and activities. In addition to outreach events and activities, advisors help students develop their education plans. Although academic advisors may initiate an educational plan, counselors must certify that it is correct.

Besides counselors and academic advisors the college has a career center to assist students. The career center provides local, county, and state job listings, job search tools, career reference materials, assistance with resumes, cover letters, mock interviews, interviewing apparel referrals, professional (employability skills) workshops, and a computer software tool (Eureka) which identifies abilities, interests, and skills for occupational exploration.

A form has been developed by student services to measure satisfaction of students with the services provided by advisors and counselors. The results from these forms and surveys will be analyzed by the dean of student services and the director of institutional effectiveness, planning, and web services to identify strengths and weaknesses of the area each semester. The goal of the evaluation is to improve the counseling/advising services provided to students (2.21) (II.B.3.c).

II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity

Students who attend the college come from very diverse area that includes a large agricultural community, one of the largest naval bases in the state, and a local Native American reservation. These blend in with a diverse staff and faculty, some of whom have grown up in the community they are serving while others that have traveled the world and been educated in a variety of educational facilities. The college has a variety of diverse classes and opportunities. In addition to the variety of classes, the college also offers a number of opportunities within the class schedule aimed specifically at enhancing student understanding and appreciation of diversity. Each semester field trips are offered in conjunction with geography classes. During the summer semester a geography instructor took a group of students to the Grand Canyon for a week on a 1-unit study trip. Another example of enhancing student understanding and appreciation of diversity is the learning communities program. Each semester the college offers several learning communities that have been designed for students interested in allied health careers, teaching, and cultural studies. The college has a literary magazine, *Kaleidoscope*, which highlights writing and art by faculty, staff, and students. A student newspaper is planned to begin in the fall of 2005. Students also have the opportunity to participate in a variety of diverse clubs and programs, including MECHA, SIFE, SGA, DSPS, EOPS, and athletics (II.B.3.d).

II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Efforts are made to ensure that assessment and placement are fair to everyone and are the primary responsibility of the WHCCD matriculation coordinator. Currently, the College Test of English Placement (CTEP) and the Math Diagnostic Testing Project (MDTP) are used as the assessment instruments of the district. The CTEP was designed to measure those skills necessary for success in community college English classes: reading comprehension; sentence structure and grammar; and sentence and syntax skills. Beta testing took place at West Hills College Lemoore during the spring 2003 to develop preliminary cut scores and the full use of the assessment test began at the end of the semester. Consequential validity assessment was done during the fall of 2004 and results are on file in the matriculation coordinator's office. Cut score validation will be done during the 2005-2006 academic year.

In addition to the CTEP, the college uses the ACT-ASSET for nonESL students who have not received a high school diploma or GED. It is used only to qualify students for the Ability-to-Benefit services through financial aid. Certain students are also evaluated using the CELSA (Combined English Language Skills Assessment). This assessment is used for English Second Language students who want to qualify for Ability to Benefit services through financial aid. ESL students need to score in a certain range in order to qualify for ability to benefit.

The Math Diagnostic Testing Project (MDTP) tests are designed to measure student readiness for a broad range of mathematics courses. More importantly, the tests were also developed to provide students and teachers with diagnostic information about student preparedness. West Hills College Lemoore adopted the MDTP along with the CTEP in the fall of 2002. Cut score validation of the MDTP will be done during the 2005-2006 academic year. These instruments have been approved by the California Community Colleges System Office until 2006.

Assessment tests are given on a regular schedule throughout the academic year, including during summer sessions. Normally tests are administered once a week during the semester. During peak registration period multiple tests are administered, including during weekends. According to the survey of faculty, staff, and students, 56 percent of students agree the admissions and assessment testing and the

subsequent placement policies make the best possible determination of the appropriate entry-level for their program of study. Twenty-seven percent of students surveyed were neutral. The college gives sufficient information in order for students to adequately prepare for admissions and assessment testing and related placement policies. Sixty-three percent of students feel that they have been placed properly in their entry-level courses through admissions and assessment testing process for their program of study. Student services, including those for admissions and placement, according to the faculty survey, are appropriate and comprehensive, as indicated by 73 percent of faculty surveyed (2.3) (II.B.3.e).

II.B.3.f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Student records are available to counseling and administrative staff to an appropriate degree. Copies of currently and recently enrolled students' records are available for review through Datatel, which is backed up nightly by the Information Technology Services. Access to these records is based on a "need to know" basis as well as job titles, such as counselors, financial aid staff, and the individual students through the identification number, and involve a procedure which is recorded. Only certain parts of the records are available. Some administrative personnel at the college have access to certain parts of records located on Datatel. Counselors have access to academic history, schedules, name and address. Financial aid staff has access to financial data, fee waivers, demographic information, name, and address. The students have access to certain portions of their records. Student workers and instructors do not have access to student information on Datatel. Hard copies, while available at the district office, are a considerable distance from the college (II.B.3.f).

II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The

The Student Services area conducts an annual program review of at least one-fourth of the programs and services within the learning area. As a result, all areas of student services are reviewed at least once during a four-year period. Informally, Student Services directors meet monthly with staff to review policies, procedures, and information for meeting student learning outcomes (2.22). Annual reports of Student services program reviews are used to evaluate the progress made toward previous goals and to assure that services contribute to the achievement of student learning outcomes. Survey information from the Student Services staff and the student body will be incorporated annually into

institution uses the results of these evaluations as the basis for improvement.

the plans and budget for the coming year.

More specific, detailed evaluation of student service processes is needed so that areas of improvement can be targeted. An exit survey for students provides feedback (2.23). Students benefit from both online and bilingual orientation, counseling and testing and guidance services (II.B.4).

Self Evaluation

West Hills College Lemoore continuously strives to ensure that all students are provided current and accurate information as well as equity of resources for our students and staff. Under the umbrella of services and procedures, a student can navigate through a small but efficient array of programs and services.

The recent survey of faculty, staff, and students indicate that significant improvements with the application and registration process have been accomplished with the aid of the college's online technology. The study reveals that forty-one percent of faculty agree that services are accessible to online students. Additionally, fifty-seven percent of students believe that the college has sufficient qualified staff to support its programs and services to adequately serve the students needs. As the WHCL grows and the allocation model is implemented, additional dollars should be used to adequately staff student services to alleviate some of the registration, payment, and add/drop problems that students encounter throughout the year.

With regard to II.B.3.f, the institution is currently working on a SAN system backup system for data stored in case of catastrophic conditions. This updated system will provide added space and security measures for all stored data on campus. Record keeping and maintenance at WHCL will also need modifications once the college secures accredited status and autonomous function.

II.C
Library and Learning Support Services
Library and other learning support services

Descriptive Summary

WHCL opened its new 33,000 square foot library in the fall of 2002. The Library/Learning Resource Center (L/LRC) resources are based on the development of a core collection

for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C. 1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a

of print volumes relevant to the curriculum offered. Focusing on student learning regardless of time and geographical boundaries, this core library collection is enhanced with state of the art subscription databases and electronic or e-books. This new library with a capacity of 40,000 items is growing its collection with a focus on curriculum and faculty input.

Quality support for the L/LRC is provided by personnel and infrastructure, as well as district, lottery, and grant funding. Most of the additions to the collection have publication dates in years 2000 to 2006. There have been additions in the last fiscal year of approximately 10,000 items. The Collection Development Policy for WHCL L/LRC clearly pursues breadth overall with depth to support our stronger academic programs (2.24). Sciences and information technology are targeted for currency, while social science and humanities are targeted for breadth. Electronic databases, as well as substantial e-book collections, continue to grow in relation to academic program needs in assisting students both on and off campus in a 24-hour format (II.C.1).

The college relies on the expertise of the faculty, library

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

staff, and support services personnel in choosing educational equipment and materials. For example, the district librarian asks faculty to recommend books and materials for the library that specifically support what they are teaching. When new materials arrive the Library/Learning Resource Center staff notifies faculty of specific materials that may interest them. The district librarian maintains membership with professional organizations to ensure quality and currency in the L/LRC (2.25).

The library collection by 2005 was at approximately 24,500 items. The collection was obtained using a mixture of grant, lottery, and district funds. All course outlines have a “learning resource statement and collection survey” which must be completed by the course originator. The purpose of the survey is to make sure library holdings are adequate to support the course. Recommended materials are procured. A recent example of this was the American Sign Language I course. The course requires some specific resources and the faculty member who originated the course included this information in the “learning resource and collection survey” (2.6). If the learning resource and collection survey indicates a deficiency, then the form forwarded to the librarian. Because the WHCL L/LRC is building a core undergraduate collection, the librarian is able to focus directly on WHCL programs, as well as on building general education resources. This is accomplished formally by evaluating collection data in subject areas, researching course syllabi, and meeting with faculty to generate collection recommendations. An additional best practice is informal faculty input and student contact at the reference desk.

In addition to the library print collection, databases, such as CQ Researcher, EBSCO Host, Project MUSE, Reference Suite, and SIRS Knowledge, are also available via the web page or by using the computers on campus. The librarian and library technicians maintain the e-library, e-resources, databases, web site, video collection, CD collection. In order to access electronic resources thirty-four stationary computers are available in the open access tutorial center and 48 laptops equipped with wireless internet are available for checkout and use in the L/LRC.

Through SIRSI, WHCL purchased a new catalog system called Unicorn Catalog and Circulation System. In April 2005 this system went live. Unicorn enhances book search

and aids in information retrieval. This catalog system may be used from any location by accessing the L/LRC web page. The L/LRC is also building an eBook collection through NetLibrary that allows users to check out an electronic book for 24 hours so they may view it from an alternate location. For online materials, students and faculty have access to the pay-for-print system installed in computer labs and classrooms and in the computer area in the tutorial center (II.C.1.a).

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Information competency for students is currently being addressed through the individual course curriculum and via presentations on information skills given by the librarian. Currently, students are given a one-hour information competency presentation by the librarian upon request by the instructor. In addition to presentations, students may request assistance by going to the L/LRC reference desk or by going to the L/LRC homepage to e-mail questions directly to the librarian. Fifty-eight percent of students polled agreed the L/LRC staff is knowledgeable and helpful in assisting students with resource needs.

Faculty and staff are given ongoing instruction in online information competency and electronic resources on flex and duty days, by workshops offered throughout the semester, and through one-on-one training opportunities provided upon request. The educational technology specialist trains faculty who teach online web-based and web-enhanced classes so they can include information competencies in their online or web-enhanced courses (2.26) (2.27).

Student users are not required to have minimum computer competency skills before enrolling in a web-enhanced or online course; they are given only a recommendation. An online orientation is available for students; however, it is not required. The educational technology specialist encourages instructors to have their students take an online quiz to first determine their competency. If they do not meet the competency requirements at the end of the quiz, they are provided a list of classes that should be taken, such as Computer Concepts (II.C.1.b).

II.C.1.c

The institution provides students and personnel responsible for student

Fifty-eight percent of students stated that the Library/Learning Resource Center is open during sufficient day and night hours to meet the needs of the students. Fifty percent of faculty agreed tutoring services are readily

learning programs and services adequate access to the library and other learning support services, regardless of the location or means of delivery.

available to all students through qualified and effective tutors to support classes offered at the college for day, night, and distance education students. Twenty-eight percent disagree (2.3). It has been difficult for the college to recruit and retain qualified tutors, particularly in higher level math and science. The L/LRC hours are Monday through Thursday, 7:30 a.m. to 8:30 p.m. and Friday 7:30 a.m. to 4 p.m. When the L/LRC is closed, students still have the ability to access databases, NetLibrary, and the library catalog online. Computer Labs in the L/LRC include the Tutorial Computer Lab, a wireless laptop program, a DSPS lab, a faculty development lab, and two computer lab classrooms. The DSPS lab is open Monday through Friday on a schedule that varies from semester to semester, but is clearly posted on the door. The open lab hours occur when there is no class being taught. Classes generally taught in the DSPS lab are Guidance Studies 61 and English 89. The other computer lab classrooms are available only during regular class times. The Open Entry Computer Lab in the 200 wing of the campus is open to students Monday through Wednesday 10:30 a.m. to 9 p.m., Thursday 10:30 a.m. to 5 p.m. Friday 10:30 a.m. to 2:30 p.m. and Saturday 10 to 4 p.m. Online resources are available to students 24 hours a day, seven days a week, provided they have the access to a computer and internet connection outside of available computers and open hours provided by the college. The Help Desk is available Monday through Friday, 7:30 a.m. to 4:40 p.m. Help Desk may be reached by e-mail, phone, or by going to the office located in Coalinga. Students are made aware of Help Desk services via the web page. Instructional Media Services is open for delivery of equipment or assistance during the fall and spring semester 8 a.m. to 7:30 p.m. Monday through Thursday, and 7:30 a.m. to 4:30 p.m. on Fridays. Instructional Media Services also has an electronic AV request form available at all times via the web site.

Students can access library resources away from the college. After obtaining passwords from the L/LRC, they can databases such as CQ Researcher, SIRS Knowledge, EBSCO Host, etc. With the Unicorn Catalog and Circulation System, students may search the library catalog by subject or author. The new system allows them to browse other books that would appear in that section. In addition, students have access to e-books that may be checked out for 24 hours at a time. A book can be checked out via interlibrary loan from the Coalinga campus or from the North District Center. The

II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

users also have the option of obtaining a book through interlibrary loan via a Memorandum of Understanding with California State University Fresno. All students, faculty, and staff have access; however, a community member would be able to use services only in the L/LRC (II.C.1.c).

The maintenance and security of the L/LRC and the learning support services it houses works well. Learning Resources facilities have a combination of key card security for the external doors and traditional keyed locks for classrooms and offices. Exterior doors are protected by the Hirsch Electronics card access/intrusion alarm system. If a card is lost, the director of maintenance and operations may deactivate the card and immediately issue a new one. Timers automatically lock and unlock doors. Alarm mask/unmask and reports can be generated for tracking purposes (2.28). In a similar fashion, all classrooms with instructional learning or media resources are secured by the Hirsch Electronics card access/intrusion alarm system. A gate system secures half of the L/LRC that includes the stacks and the majority of faculty offices. This gate system can be raised or lowered only by L/LRC staff and maintenance staff. Since instructor offices are on the other side, there is a door with a traditional key lock that they can open. After hours, certain employees with key cards may gain access to the L/LRC.

Electronic tags on laptops, books, and DVDs, which use the 3M Security System, trigger an alarm at the front entrance. Students have access to and from the L/LRC only via this one entrance. Students checking out a laptop, book, or other library item must give the L/LRC staff their student identification card. Laptops are not allowed to leave the L/LRC. In general, 68 percent of faculty agreed that physical resources are sufficient in number and provide a safe, healthy, and appropriately utilized working environment. Sixty-eight percent of students feel that physical resources are sufficient in number and provide safe, healthy, and appropriately utilized study environments (2.3) (II.C.1.d).

II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning

WHCL subscribes to recommended and evaluated research databases through the Community College League of California (CCLC). Usage statistics for these databases are provided by the Council of Chief Librarians California Community Colleges (CCLCCC). Library staff monitors and evaluates these statistics in order to make informed

support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of the services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

electronic collection development decisions. These decisions are also based on the content of the subscriptions and their relevancy to the curriculum. E-books are also subscribed to through CCLC with the librarian being a volunteer on the CCL Electronic Access and Resources (CCLEAR) e-book selection subcommittee.

The largest collaboration on campus is the University Charter School and the L/LRC holds the print collection for the seventh and eighth grade students attending this charter school.

The college documents that formal agreements exist. A Memorandum of Agreement exists with Fresno City College to cooperate in operating a satellite Radiologic Technician Program at WHC Lemoore. This partnership involves sharing a videoconference feed for the didactic component of instruction. This program initially began in fall 2002. Fresno City College commends West Hills College Lemoore for the integrity of the program. The quality of students has also been attested to by area hospitals. The program consistently has a waiting list of students who are allowed in on a lottery basis, accommodating 24 per cohort.

The college also offers a LVN to RN program in agreement with Fresno City College. A group of twelve students will begin taking classes in January 2006 with the lecture being broadcast to Lemoore from Fresno via two-way active video conference with labs conducted on the Lemoore campus.

Franklin University Community College Alliance offers an online bachelor's of science degree. Students have an opportunity to complete preparatory courses known as bridge courses. This allows a majority of the tuition to be paid at West Hills College Lemoore rates. In addition, the college has a Memorandum of Understanding with Lemoore Elementary School District for the operation of University Charter School. All Memoranda of Understanding are on file in the president's office in WHC Lemoore.

Site licenses for computer software are housed with the Business Office and IT. If an instructor wants to load software on a computer within campus but not in a designated computer lab, he or she would make a request with ITS via the website (its.westhillscollge.com). ITS then checks the contractual agreement (II.C.1.e).

II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of the services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.

Library staff adheres to collection management principles that ensure resources relevant to the curriculum are acquired and made available to the community served. This is accomplished by weighing available resources against course syllabi to evaluate relevancy and to highlight areas of needed resource acquisition. Items added to the collection are selected based on reviews, publications, peer suggestions, faculty and student requests, and other criteria deemed significant by the library staff headed by the librarian.

Librarian and faculty dialogue is an important part of collection management with student assignments being a key component in the development of a strong undergraduate library collection. Student and staff interaction at the reference desk and suggestions received during classroom orientations also give library staff an informal gauge as to the state of services provided.

New collection/circulation management software allows library staff to quickly and accurately track collection usage. Subscription database use is monitored via the Community College Library Consortium with new or alternative databases being evaluated on a regular basis for possible acquisition. Library website “hits” are tracked by the director of institutional effectiveness, planning, and web services. Computer lab and circulation laptop usage is also tracked. What resources see the most activity is a guiding factor in resource allocation decisions.

The tutorial program at WHCL is accredited every five years through the College Reading and Learning Association. A series of tutor/client surveys given on a regular basis also allow for on-going self-evaluation of the ability of this program to meet the needs of students.

Tutoring services are provided in the Library/Learning Resource Center. There is an increasing need for tutors each semester, but funds are not available. The tutor coordinator has a 19 hour a week schedule. A 19-hour-a-week schedule is not sufficient to do the job of a tutor coordinator. Tutors are required to concurrently enroll in a nine week training class while tutoring. As of spring 2005, the tutorial program currently has 12 tutors serving 60 clients. Budgetary considerations are making it more difficult to meet all needs. Most instructors are aware of the college tutorial services

and pass that information onto their students; however, no formal orientation to these services is offered. Students can receive orientation for tutoring services when they apply for student ID cards. The tutorial program is formally assessed each semester by tutors and clients. Faculty input and student learning outcomes are not formally requested.

Instructional Media Services (IMS) conducted a survey in spring of 2005 of full and part time faculty to evaluate use of classroom learning technologies and degree of satisfaction with services provided. The results were positive noting a 92% response rate for full time faculty and a 20% response rate for part time faculty. IMS, in consultation with the dean of learning resources, has made changes to the evaluation tool to reflect accuracy and clarity on some questions. The survey affirmed that most faculty use the video data projectors and videocassette recorders as a learning resource for classroom instruction. The survey will be deployed again to the faculty in spring 2006 (2.29).

As a part of the new part time faculty evaluation tool filled out by online students, questions are included that are specific to the online environment (2.30) (II.C.2).

Self Evaluation

WHCL L/LRC partially meets Standard II.C.1. While the collection is growing and is expected to be at or near 40,000 items as recommended by the Association of College and Research Libraries (ACRL), as it stands now the collection is at 24,500. Even so, the currency and quality of the L/LRC collection exceeds some established and larger library collections. Over one-third of the collection is within a five year publication timeframe.

The WHCL L/LRC Collection Development Policy addresses long range plans for collection development covering spans of three and ten years. The department of learning resources on July 28, 2005 engaged in a master planning process that included the L/LRC and established quantifiable SLOs that will be tracked over the coming year (2.31). This assessment process will be re-evaluated summer 2006 for both functionality and scalability.

Through the healthy offering of e-books, electronic databases, web-based catalog, access to the librarian online,

and Help Desk services, students are provided library services regardless of location or instructional mode of delivery.

Specific to subsection IIC1a, the librarian has kept records of all meetings with instructors and has instructed the library staff to keep lists of all books that students are not able to find in the L/LRC collection. Based on this, as well as college program needs, faculty syllabi, and curriculum input, items are added to the collection and the appropriate individuals are notified when items arrive.

The L/LRC, under the guidance of the librarian, provides the resources for a quality learning opportunity for all students at WHCL. The L/LRC holds the classes and computer lab for DSPS, the faculty multi-media lab, the open tutorial lab, the printed library collection, the printed seventh and eighth grade charter school collection, the wireless laptops for students, the Basic Skills English classroom, faculty offices, and a larger 30-plus station computer classroom. As the mission statement reads, “WHCL enriches lives.... through quality learning opportunities.”

While information competency is addressed directly through curriculum in the classroom, through class visitations by the librarian, at the L/LRC reference desk, the librarian feels that more can be done to evaluate and provide ongoing instruction in this area. In addressing subsection II.C.1.b, the librarian has started to implement an exit evaluation after every classroom presentation to identify student content retention, as well as presentation concepts that may need more work.

Technology workshops will continue to be a part of the training for flex and duty days as well as throughout the semester for both staff and faculty. A particular emphasis will continue be given on the information competency component in web-enhanced and online classes.

WHCL meets the standard for subsections II.C.1.c. d., and e. Access for the L/LRC and support services is sufficient to meet student needs regardless of location or means of delivery. Effective maintenance and security for the L/LRC and support services are provided. The L/LRC like other community colleges around the state uses the CCLC for electronic databases. The librarian has evaluated the usage

of these databases and made significant changes over the last two years based on student usage (2.32). As a member of the CCLEAR and an active participant in the college community, the librarian is able to identify key items to include in the e-book collection. In addition, the librarian works closely with the University Charter School library staff to ensure the collection is catalogued and shelved correctly.

All other formal agreements and contracts with other institutions exist and are easily accessible in the WHCL president's office. Site licenses for computer software are housed with the business office and ITS at the district office in Coalinga.

WHCL partially meets standard I.C.2. The new collection/circulation management software is now being utilized to track collection usage and decisions are made based on this evaluative tool. Resource allocation decisions for collection building are made with significant input from faculty and students in order to build a strong community college library collection with an emphasis on program needs unique to the college (i.e., casino management, culinary arts, and allied health). However, like other colleges across the state, the ability to directly track a student's achievement of learning outcomes, based on their library/learning resource usage, is a goal the college is working toward. Even though SLOs were established through the Learning Resources strategic planning sessions, more will be done. The librarian will be working with the curriculum committee as well as the director of institutional effectiveness, planning and web services to continue work on this process.

Planning Agendas

II.A.1.a

West Hills College Lemoore will monitor the frequency of vocational advisory board meetings and the relevancy of information discussed.

II.A.1.c

West Hills College Lemoore will continue to utilize and evaluate the program review process to ensure that all programs are consistent with the college's mission.

II.A.2.a

The college will monitor student success in transfer to four-year schools, professional programs, and employment.

II.A.2.e	The college will continue the implementation of student learning outcomes and assessment processes for courses and learning areas.
II.A.5	The college will develop a mechanism for better documenting the employment of students who have completed vocational or occupational programs.
II.A.6.a	The college will assign a full-time articulation officer or increase the assigned time for the current articulation officer.
II.B.2.c	The college will revise the catalog to include the academic honesty policy once it has been adopted by the Academic Senate and the Governing Board.
II.B.3.d	The college will initiate an online survey for all students to complete before registering for classes.
II.B.3.e	The college will begin a yearly survey of staff and faculty diversity.
II.B.4	The college will provide online and bilingual orientation, counseling, testing, and guidance services to new and continuing students.
II.C.1.a	The college will hire a librarian for West Hills College Lemoore to allow Library/Learning Resource Center maintenance to be completed on a regular basis.
II.C.1.b	<p>The college will initiate a Library/Learning Resource Center guide to using the library's resources via Blackboard that can be taken by all students.</p> <p>The librarian will become more involved with the Curriculum Committee in adding information literacy to course outlines.</p> <p>The college will begin to develop a system of accountability to allow community members to get database passwords or to check out materials.</p>
II.C.1.c	The district will develop a district-wide safety plan.
II.C.1.d	The college will create a formal institutional assessment plan for learning support services.

Standard II Document References

- 2.1 Student Transfer Information
- 2.2 Advisory Committee Minutes
- 2.3 WASC Survey
- 2.4 College Catalog
- 2.5 Schedule of Courses
- 2.6 Sample Course Outlines
- 2.7 Board Policy 313
- 2.8 Curriculum Tracking Sheets
- 2.9 Curriculum Handbook
- 2.10 Program Sheets
- 2.11 Administration of Justice Certification and Licensing Exams
- 2.12 Student Handbook for Radiologic Technology
- 2.13 Sample Course Syllabi
- 2.14 Academic Senate Minutes
- 2.15 Faculty Resource Guide
- 2.16 New Add/Drop Form
- 2.17 Sample Welcome Letter
- 2.18 ETS and UBMS enrollment
- 2.19 Schedule of High School Visits by Counseling Staff
- 2.20 ETS/UBMS Program Materials
- 2.21 Student Services Survey
- 2.22 Student Services Meeting Minutes
- 2.23 Student Services Exit Survey
- 2.24 Collection Development Policy (11/05)
- 2.25 Interim Librarian District Wide, Professional Organization Memberships
- 2.26 Flyers for Faculty Training on Blackboard
- 2.27 Attendance Sheets from Faculty Training on Blackboard
- 2.28 Sample Alarm Mask/Unmask Report
- 2.29 Instructional Media Services Survey (AV Survey)
- 2.30 Student Evaluation of Online Faculty
- 2.31 Learning Resources Strategic Plan and SLOs
- 2.32 L/LRC Electronic Database Usage Reports

Standard III – Resources: A Thematic Overview

Dialogue

Dialogue is evident in the area of human resources by the college's activities which foster campus-wide input into professional development and teaching needs. Flex and duty days are designed to meet learning requests from faculty, staff, and the administration. Staff development committees and monthly training ensure professional development. Representative budget committees pass human resource recommendations in regards to staffing needs to the Planning and Governance Council for action via the Academic Senate. Physical resources are assessed by various discipline area staff who communicate with area administrators or directors for planning and implementation. Technological resources are addressed campus-wide by individual areas program reviews. These are then evaluated by the Student Learning Committee (SLC) for appropriate action. Dialogue in regards to financial resources is represented in the college's budget development process and annual program reviews. Annual financial reports and audits are also disseminated throughout the college for observation and comment.

Student Learning Outcomes

Student learning outcomes (SLO) are in the beginning stages of implementation at WHCL. The college is beginning this process at the class level with areas such as physical and technological resources soon to follow. At this point SLOs are being supported by resource allocation and the development of a quality technology structure. This structure includes classroom technology (Ethernet, video data projector, etc.), website support via the "Help-Desk", and information through "My West Hills." SLOs are also supported by having an education technology specialist to aid faculty in the development of their web-enhanced and online courses.

Institutional Commitments

Institutional commitments are evident in the college's physical facilities, which illustrate a commitment to insuring access, safety, security, and a healthy environment for the students and staff at WHCL. There are emergency plans in place and the college is in compliance with the Americans with Disabilities Act. The college also provides support in its commitment to learning by providing classified staff to guide students in the use of the resources available. These positions include a district high technology access specialist to teach the use of assistive technology and a help-desk coordinator to aid in online classes and registration

Evaluation, Planning, and Improvements

Evaluation, planning, and improvement are evident in the planning process that allows for input from all levels of faculty, staff, administrators, and students. Where there is need for constant improvement to maintain current technologies, the Learning Resources

Area provides support and training. Flex and duty days are also designed to meet the improvement needs recommended by faculty and staff. Program review is the main planning and evaluation tool available to the various departments and educational support areas. Program review is evaluated by the Student Learning Committee and then the Planning and Governance Council for approval.

Organization

Organization is monitored by the Planning and Governance Council, which is informed by various other representative sub-committees. Student learning is supported by realistic short and long-range financial priorities developed by Area Budget Committees. The long-term financial and contractual agreements and external audits are handled at the district level. Auxiliary services and grants are organized and maintained by the district vice chancellor of business services and the grants accounting supervisor. The WHCCD Foundation is the primary fund-raising body with its own set of bylaws and guiding principles.

Institutional Integrity

Institutional integrity is demonstrated by the college hiring practices which meet or exceed the requirements determined by the California Community College Board of Governors. Evaluations of administrators, faculty, and staff are systematic and open. Chancellor's Executive Cabinet meetings, Planning and Governance Council meetings, and the campus budget committees all ensure inclusion of all concerned stakeholders.

Standard III.**Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.

III.A.1

The institution ensures the integrity and quality of its programs and

Descriptive Summary

The college assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support its programs and services. The district hires faculty that meet or exceed minimum requirements as determined by the California Community College Board of Governors. Hiring committees are used when it is necessary to hire new or replacement full-time faculty. These committees consist of two or more full-time faculty members as determined by the Academic Senate, an instructional administrator, and an equal employment representative appointed by human resources. Hiring committees are used when hiring classified staff and administrators, as well. Classified employees and administrators meet or exceed the basic qualifications as stated in the job descriptions, other duties based on education, experience, and or skill level.

The institution ensures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Board

services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S.

Policy 7120 on recruitment and selection and Administrative Procedure 7120 on recruitment and hiring are posted on the district website and are housed at the district office of human resources and office of the district chancellor. All applications and forms are available on the district website and by mail upon request through the district office of human resources.

The district office of human resources maintains an Excel spreadsheet database of part-time faculty applicants who have met the minimum qualifications to teach at West Hills College Lemoore. This spreadsheet is provided to instructional deans for part-time hiring purposes (III.A.1).

The college hires faculty, staff, and administrators that meet or exceed minimum requirements as determined by the California Community College Board of Governors based on education, training, and experience (3.1) (3.2). Interview committees are used when it is necessary to hire new or replacement full-time faculty. These committees consist of two or more full-time faculty members as determined by the Academic Senate, an instructional administrator, and an equal employment representative appointed by the office of human resources (3.3). All faculty are expected to provide a teaching demonstration during the interview process. Interview committees are used when hiring classified staff and administrators, as well. Classified employees and administrators meet or exceed the basic qualifications as stated in the job descriptions, other duties based on education, experience, and/or skill level (3.4).

Part time faculty are formally interviewed by full interview committees when possible. The interview process would include certificated or classified staff when appropriate, an administrator, and an equal employment representative as appointed by the Office of Human Resources. In rare occasions, it may not be possible to have two faculty representatives present during the interview of part time faculty; interviews are conducted with full time faculty that attend the interview. Part time employment candidates must meet the minimal qualifications as stated in the job description, other duties based on education, and/or skill level as if the position were full time (III.A.1.a).

institutions are recognized only after equivalence has been established.

III.A.1.b

The institution assures the effectiveness of its human resources by evaluating all personal systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

WHCL ensures the effectiveness of its human resources by evaluating personnel systematically at regular intervals. The type of evaluation varies for administrators, classified management, tenured full-time faculty, non-tenured full-time faculty, part-time faculty, and classified staff.

Faculty members are evaluated according to the procedures outline in Article 4 of the agreement between the district and the West Hills College Faculty Association 2000-03. Formal evaluations for non-tenured faculty occur every year for four years, usually during the fall semester, until tenure is granted. Formal evaluations then occur at least every four years. The evaluation committee evaluating the faculty member consists of an instructional administrator and two faculty evaluators appointed by the Academic Senate. A pre-observation meeting is held to prepare the faculty member for the evaluation process. Each evaluator observes the faculty member in the classroom for at least an hour. A post-observation conference is held with the faculty member and the evaluation committee to discuss the results. Student evaluations of the faculty member are conducted as well. In addition, the faculty member submits a goals/plans and self-evaluation form. The instructional administrator summarizes the results of the process, discusses the narrative with the faculty member. All documentation is signed and reviewed by the vice-president of educational services (3.5) (3.6).

Evaluations for part-time faculty occur at least during the first year that the instructor teaches. This process includes a classroom observation visit and review of syllabi, exams, and student evaluations by the faculty member and a post-observation meeting with the instructional administrator to discuss the results. All documentation is reviewed by the vice president of educational services and placed in the part-time faculty member's personnel file in the district Office of Human Resources (3.7).

The evaluation procedure for classified employees is described in Article 14 in the agreement between the district and the California School Employees Association (CSEA). The supervisor evaluates classified employees three times

the first year (4th month, 8th month, and 12th month), yearly for four years, and once every three years afterwards. The evaluation form is completed and discussed with the employee before being placed in their personnel file in the human resources office (3.4).

The evaluation process for confidential and classified management employees as well as administrators is established in Board Policy 214. Administrators complete a written self-assessment for the previous year and set written goals for the following year. Faculty are included in the evaluation process of the administrator every three years. Also, the supervisor submits a written evaluation of the administrator's performance and discusses it with the administrator before sending the materials to the president and chancellor for review. Once the supervising administrator, the president, and the chancellor have signed the document, the materials are filed in the administrator's personnel file in the Office of Human Resources (3.8).

The evaluation process is administered to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented (III.A.1.b).

As faculty and staff develop SLOs and assess student progress toward achieving those stated learning outcomes, faculty success in producing student learning outcomes will be discussed at the faculty post-observation meeting and included in the narrative summary (III.A.1.c).

The WHCCD Board of Trustees follow a code of ethics (3.9). The ethics of college employees is governed by board bylaws, article 7, a "conflict of interest code." Further board policies apply to certificated staff and for classified staff (3.10) (3.11). The director of human resources monitors and administers these appropriate board policies as they apply to professional ethics. These board policies are available for reviewing upon request (III.A.1.d).

At the beginning of the fall 2005 term, the college employed

III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

III.A.1.d.

The institution upholds a written code of professional ethics for all of its personnel.

III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution of sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and its purposes

III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A.3.b

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to

34 full-time faculty members and 97 adjunct faculty members (3.12). The college employed 53 classified employees and five administrators (3.13). Each full-time faculty member and administrator is listed by title in the college catalog, and degrees held by each individual are listed as verified by the human resources office. Some instructional disciplines do not have full-time faculty representatives; in which case the teaching responsibilities are given entirely to adjunct faculty (III.A.2).

The WHCCD Board of Trustees has the ultimate responsibility for developing and establishing written policies and procedures that are equitable and consistently administered for employment procedures. The college has input into these policies and procedures through the college's Planning and Governance Council and through the Academic Senate as mandated by AB 1725. These policies are in accordance with Title 5 of the California Education Code and other applicable laws. All members of hiring committees are given guidelines regarding their roles on the committee. Each committee includes an equal employment representative who has received special training (3.14) (3.15) (III.A.3.a).

West Hills College Lemoore (WHCL) personnel records are maintained in locked cabinets in the district office under the supervision of the director of human resources. Only authorized staff members may access the files.

In accordance with the law, WHCL employees have access

his/her personal records in accordance with the law.

to their confidential personnel files. Human resource staff must be present during the review of personnel records. Only supervising managers or administrators can access an employee's personnel file other than their own. The director of human resources, as required by law, reviews fingerprints of all new employees, with the exception of students and temporary employees. Likewise, criminal history reports are received and reviewed only by the director of human resources. An Academic Senate representative may also review faculty files before recommending tenure to the board of trustees (III.A.3.b).

III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

West Hills College Lemoore (WHCL) demonstrates an appropriate understanding of and concern for issues of equity and diversity. The college attempts to hire faculty and staff who demographically represent the communities the college serves. Programs and training addressing diversity issues have been offered to personnel through the district human resources office. The district director of human resources reviews employment equity and staff diversity through submission of federal and state required reports. Information regarding gender, ethnicity, classification by salary, benefits, and all categories of employees is reported to the integrated postsecondary education data system (IPEDS) (3.16) (III.A.4.a-b).

III.A.4.b

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Sincerity in the treatment of its administration, faculty, staff and students is displayed through accessibility to supervisors, staff development opportunities, collaborative decision-making, and the ample resources, including advanced technology to meet the learning needs of the students.

III.A.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

West Hills College Lemoore is committed to personal, professional, and institutional development for the growth of its employees as stated in Board Policy and Administrative Procedure 7135 through the Employee Educational

Assistance Program. Reimbursement of up to \$3000 per year is available for course work completed at an accredited university or college. Also, flex day programs and other staff development are offered to faculty and staff each semester.

The Employee Success and Development Committee will develop, implement, and monitor issues and activities related to helping all WHCL employees maximize their success in the workplace. These responsibilities include: professional development activities, training needs, employee recognition activities, employee social activities and celebrations.

West Hills College Lemoore provides collaborative opportunities to its faculty, staff, students, and administrators through the development of various planning and governance committees. These committees consist of faculty, staff, administrators, and students. They are responsible for recommendations for staff development, budget, technology, evaluation, planning, research, student learning outcomes, and program review (III.A.4.c).

III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a

The institution plans professional development and activities to meet the needs of its personnel.

III.A.5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of

The college routinely plans activities at the beginning of each semester to focus on professional development. Two days each semester are assigned and referred to as the flex and duty days. The flex day in the spring semester is planned by the Academic Senate, and the others are planned by the Administration/Learning Resources Department. The focus on flex and duty days is on training activities in the areas of technology, safety, program review, shared governance, and sexual harassment. Attendance by faculty is required, and no classes are held on either day. The district also provides financial assistance to employees seeking to further their education through the Employee Educational Assistance Program. This educational incentive

these evaluations as the basis for improvement.

program has been quite successful, and many employees have utilized the offer. The college sponsors many faculty and staff development activities occurring off-campus, and the college also supports the National Institute for Staff and Organizational Development's Conference each year by sending outstanding educators. The Academic Senate nominates faculty members, and attendees are selected based on contribution to education. The college supports monthly training activities provided to faculty and staff by the Employee Success committee. Trainings are usually scheduled in one-hour blocks of time for the convenience of the employees. The college has two flex days and two duty days (August and January) each academic year. The college provides professional development activities on these days as well as throughout the year for both certificated and classified faculty (3.17) (3.18). Availability of funds is limited and it is difficult to make a decision about which activities to support (3.19) (III.A.5.a-b).

III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of evaluation as the basis for improvement.

The Budget Allocation Committee is comprised of classified staff, faculty, students, and administrators who evaluate and prioritize needs in order to meet the college's commitments. Prior to the Budget Allocation Committee going to the Planning and Governance Council, the Area Budget Committee's (ABC) representatives meet with their areas to create a list of needs within their areas. The ABC includes those from the area in addition to the students. These recommendations are then forwarded in prioritized order to the Planning and Governance Council for approval in the next fiscal budget request. The request is forwarded to the Chancellor's Cabinet and if approved, they are included in the next annual fiscal budget request. The Budget Allocation Committee begins meeting in the fall for the following fiscal year budget (3.20) (3.21). The Planning and Governance Council meets twice monthly (3.22) (3.23). The chancellor's cabinet meets every other month or more frequently if necessary (3.24) (3.25). The first reading of the budget occurs in May, and it is finalized in June. Recommendations are made too late to begin an August employment. The state budget is usually in flux until August (III.A.6).

Self Evaluation

West Hills College Lemoore meets this standard. Board Policy 7120 on recruitment and selection and Administrative Procedure 7120 on recruitment and hiring are posted on the

district website and are housed at the district office of human resources and chancellor's office. All applications and forms are available on the district website and by mail upon request through the district office of human resources.

The Academic Senate regularly discusses the need for faculty representation on hiring committees at its bimonthly meetings. The academic senate compiles a list of faculty by discipline willing to assist in the hiring process. The faculty are contacted by the office of human resources when hiring panel needs to be assembled.

To improve the applicant pool, openings are advertised on the district website, in local newspapers, in diverse publications. The district office of human resources utilized specific newspapers and professional journals that appeal to underrepresented groups. However, there is always the need to diversify the college's staff. In particular, students need a diverse counseling staff that is empathetic to their culture and needs. Additional training should be provided to counseling staff in regards to cultural responsiveness.

The district office of human resources maintains an Excel spreadsheet database of part-time faculty applicants who have met the minimum qualifications to teach at West Hills College Lemoore. This spreadsheet is provided to instructional deans for part-time hiring purposes.

Formal evaluations of faculty are completed in an appropriate manner. The office of human resources maintains an Excel spreadsheet to track timelines for completion of the evaluations of the full-time faculty. The vice president of educational services maintains a spreadsheet to track timelines for completion of part-time faculty evaluations.

The office of human resources maintains a manual tracking system for all administrative, classified management, classified and confidential employees. This system is used to remind supervisors when an administrative, classified management, confidential, or classified employee evaluation needs to be completed. This is a useful tool for supervisors and aids in scheduling evaluations.

Student learning outcomes have been implemented in some disciplines and will be developed in other disciplines in the

future. Institutional student outcomes are a part of the college's strategic plan.

Sincerity in the treatment of its administration, faculty, staff and students is displayed through accessibility to supervisors, staff development opportunities, collaborative decision-making, and the ample resources, including advanced technology to meet the learning needs of the students.

The college is committed to personal, professional, and institutional development for the growth of its employees as stated in Board Policy and Administrative Procedure 7135 through the Employee Educational Assistance Program. Reimbursement of up to \$3000 per year is available for course work completed at an accredited university or college. Also, flex day programs and other staff development are offered to faculty and staff each semester.

The Employee Success and Development Committee develops, implements, and monitors issues and activities related to helping all WHCL employees maximize their success in the workplace. These responsibilities include: professional development activities, training needs, employee recognition activities, employee social activities, and celebrations.

West Hills College Lemoore provides collaborative opportunities to its faculty, staff, students, and administrators through the development of various planning and governance committees such as: Student Learning Committee, Facilities, Safety, and Technology Committee, Student Success Committee, Employee Success and Development Committee, Planning and Governance Council, Curriculum Committee, and the Budget Allocation Committee. These committees consist of faculty, staff, administrators, and students. They are responsible for recommendations for staff development, budget, technology, evaluation, planning, research, student learning outcomes, and program review.

III.B Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning

Descriptive Summary

West Hills College Lemoore is located on a 107-acre campus in Lemoore, a city with approximately 30,000 residents. The Pederson and Semas families, longtime residents of the area, first proposed the donation to the district in 1998. Although

programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

envisioned much earlier, formal planning for the new college began as early as 1990. With input from the college and surrounding communities in the services area, the planning process continued with discussion and analysis to establish the foundation for facilities design. Planning was substantially strengthened through the support of the long established West Hills College Coalinga. In 1998, Phases 1, 2A, and parts of 2B were funded through a local bond initiative (passed by 67% of voters) and state capital projects funding. Phases 1 and 2A of the new college were completed in 2002, with classes first held in the new facilities in January 2002. WHCL maintains a comprehensive facilities master plan for physical resources development. The facilities master plan is driven by the educational program and service needs of the communities served by the college. This planning process is tied directly to the Educational Master Plan and college Strategic Master Plan (3.26).

III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

The Joint Powers Authority (JPA) conducts a comprehensive biannual facilities inspection to assess safety programs and conditions and to make recommendations for possible infractions or potential hazards and risk liability. A detailed report is provided to the district Risk Management Committee for review and project assignment (3.27). Sufficiency of physical resources is determined with the annual space planning, FTE growth projections and targets, and submittal of the space analysis using FUSION software as required by CCCCCO. The director of maintenance and operations requires a Quality Assurance Inspection Form on a monthly basis (3.28). In addition, campus fire extinguishers, emergency eye washes, emergency lights, fire alarm/suppression system, playground equipment, exterior lighting and site benches are inspected on a fixed schedule. Based on the evaluation of these inspections, service orders are initiated and tracked for completion (III.B.1).

III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that ensures effective utilization and the continuing quality necessary to support its

The facility planning process is an integral part of WHCL education planning activities. The Facilities Planning Committee meets bimonthly with the district architect/facilities manager to provide information that maximizes institutional resources while meeting effecting student learning needs. With input from faculty, staff, students, community and administration, the facilities planning process determines the type of facility projects to be pursued based on educational and vocational program

programs and services.

III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

growth and planning. The Facilities Planning Committee also looks at new construction or modernization, size, when the facility should be changed, cost of facility projects, and how projects should be funded. This process also includes the preparation and submission of state project proposals and planning documents. WHCL considers appropriate space allocation as well as quality teaching/learning environments when planning its buildings. An example is the recently constructed vocational classroom buildings that are providing training in the culinary arts and in our Casino Management degree program (III.B.1.a).

The WHCL Facilities, Safety and Technology Committee identifies, discusses, plans, and recommends procedures and remedies to address access, safety, security, and other environmental concerns. These issues are routinely discussed at bimonthly facilities planning meetings where action plans are developed, implemented, and evaluated.

The West Hills College Lemoore facility at Lemoore Naval Air Station provides space for the college's programs, services, and students, as well as for future growth and expansion. Military code requirements provide for, or exceed, college and state access and security requirements.

Students with disabilities have had limited access to assisted technology. There is one computer available in the administration area that is wheelchair accessible, but assistive technology is not installed. Assistive technology is available in two classroom labs within the library; however, classes are held in these rooms most hours and appropriate registration assistance is not available. In response to this the college has installed two wheelchair accessible computers with assistive technology in the Library/Learning Resource Center.

The college's facilities are designed, constructed, and maintained in accordance to building codes and the Americans with Disabilities Act (3.29) (3.30). The college is in compliance with federal, state, and local regulations pertaining to hazardous materials and hazardous waste. Forty-eight percent of students feel the campus is accessible. Sixty-five percent of faculty and 46 percent of staff, as well as 89 percent of students indicate that the college is accessible to able and disabled students (3.31). Currently the college has two golf carts that are available for students who

need rides from one building to another. The college has purchased a wheelchair accessible golf cart. To provide for the safety of everyone on campus, the college has erected emergency kiosks with immediate 911 access in several locations on campus. From 7 to 11 p.m. Monday through Thursday, 7 p.m. to 6 a.m. Friday, 11 p.m. to 6 a.m. Saturday, and 11 p.m. to 5 a.m. on Sunday a security guard is on campus. They are available to escort students, faculty, and staff to their vehicles. The West Hills College Lemoore campus at Lemoore Naval Air Station is provided space for the college's programs, services, and students, as well as for future growth and expansion. Military code requirements provide for, or exceed, college and state access and security requirements (III.B.1.b).

III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The college has a system in place to evaluate efficient use of facilities. The vice president of educational services tracks room allocation and use charts, which provide information on each room in use and total hours used per week. The office plans future needs based on the standard of 54 hours use per week to establish a record base consistent with standards for future facilities allocation and approval.

Each area director and/or dean coordinates the selection, maintenance, inventory, and replacement plan for facilities and equipment. Faculty and staff in the discipline areas are asked to assess their existing equipment and project or program development needs as part of program review reflecting three and ten year projected equipment needs. Equipment and budget support and approval decisions have often occurred after post-submission review. Guaranteed operating budget support for each discipline is needed. SLOs are generated by the end-users whether in the classroom or from a service function. The end-user groups need to functionally carry out the intention of the SLOs. In addition to the information-technology structure support, SLOs are often generated by use of the proper laboratory or activity equipment. Each discipline area needs both an ongoing planned equipment replacement mechanism and an ongoing five-year equipment addition and modernization program based on justified and ranked end-user input. To produce the SLOs which reflect modern workplace practices, current technology-based equipment is required. The discipline and users know what is needed to get the desired outcome. An ongoing plan which allows the discipline to anticipate when particular additions and upgrades can be put

III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

in place is needed to focus resources. These plans should be a balance of guaranteed availability and funding level dependent augmentation (III.B.2).

WHCL generates a detailed report that combines FUSION and the five year construction plan providing detailed analyses of load ratios and the facilities master plan (3.32). This enables WHCL to make long range plans based on realistic projections including total cost of ownership that support institutional program goals. WHCL maintains a comprehensive facilities master plan to support the long range plans for physical resource development. The facilities plan is driven by the education program and service needs of the community, identified and prioritized by the faculty and staff. In addition the district architect/facilities manager who sits on the WHCL Facilities Committee is responsible for maintaining the five-year construction plan and its submission to the CCCCCO, as well as development of the initial and final project proposals for capital construction that are also submitted to the CCCCCO (3.33) (III.B.2.a).

III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis of improvement.

The comprehensive facilities master plan for physical resource development calls for space utilization and improvement use of existing facilities. College based planning and prioritizing of new facilities produced the following projects: construction of phase 2B, a \$12 million project, adding an additional 36,000 square feet of facilities that will include space for culinary art classes, an art gallery and aerobics and weight facilities for physical education classes. There is also space for allied health and other vocation classes including a miniature “casino” that will serve as labs for student in the hospitality program. . The first phase of a new child development center will serve 40 children as part of a lab setting for college student studying early childhood education. It will house observation rooms, a parent education center and an infant care program. These facilities are based on a combination of regional employer needs (casino management and allied health) and program review evaluation (child development, physical education, and art).

WHCL has three categories of equipment: traditional instructional, instructional technology, and physical plant. The CIO and dean of learning resources coordinate the purchase, inventory, maintenance, and replacement of traditional instructional equipment that includes science and

computer laboratories, videoconferencing, and all instructional media. The director of information technology services coordinates the purchase, inventory, maintenance, and replacement of computer, telephone, printing, and network systems. Finally, the director of maintenance and operations coordinates the selection, inventory, maintenance, and replacement of physical plant systems. Faculty and staff in the discipline areas assess their existing equipment needs and prepare cost specific lists with per-item justification statements. These are submitted to the department or learning area, CIO, and Area Budget Committee to be ranked in order of priority. As funding becomes available, equipment items are acquired.

In addition to the annual budget planning process, physical resources including equipment are an integral part of the program review process. These are evaluative processes and support instructional administrative facilities including equipment (III.B.2.b)

Self Evaluation

West Hills College Lemoore provides ample space for the college's current programs, services and students, and for future growth and expansion. The college fully meets this element of Standard III for Physical Resources. The five-year construction plan is filed annually with the state. It helps determine the level of state funding received for capital projects. It also lists planned future projects and how projected facilities will be used. In addition, the report uses current and projected enrollment statistics for facilities planning to accommodate future student growth.

Physical resources are safe and sufficient to meet the needs of students at WHCL regardless of location or means of delivery. WHCL meets the standard of III.B.1 through the Facilities, Safety, and Technology Committee and district Risk Management Committee that both meet regularly. In addition, Joint Powers Authority (JPA) reports provide an outside perspective for additional security or hazard identification. Project assignments are then created for follow-up and completion to remedy any safety concerns. This approach assures institutional integrity when addressing the safety of physical resources. With five new buildings fully operational by March 2005, sufficiency of physical resources is assured. In addition, annual space planning,

FTE growth projections and targets, and space analysis are all used to verify that students' programs and services have the required space needs.

With the closing out of punch lists on the finished buildings and the new construction over the last year, the Facilities Planning Committee has been meeting bi-monthly to address all campus facilities planning needs. In addition, the Facilities, Safety, and Technology Committee meets monthly to discuss issues of the everyday challenges of physical and technology resources that WHCL faces. For example, it was in this committee that the issue of a covered area for students to wait for local transportation services was discussed (including disabled student access). The recommendation was forwarded to the Facilities Planning Committee for funding ideas and approval, and it was then sent to the Planning and Governance Council.

West Hills College Lemoore facilities are designed, constructed and maintained in accordance with all legal requirements to ensure access, safety, security, and a healthy environment. Many systems at WHCL, including emergency phone systems, fire alarms, systems, fire suppression systems, intrusion alarms, and card access systems are installed at a higher level than standard code requirements. The district architect/facility manager takes great strides in insuring all campus buildings are designed to meet ADA requirements. All plans take the comprehensive process of being sent to the Department of State Architect office where plans are gone through in detail to ensure facilities are in ADA compliance, fire sprinklers system are designed to codes and structural support is safe. Although the college meets all requirements there have been cases where access was an issue. For example, accessibility to the administration and library buildings became an issue. Planning and Governance Council dialogue took place and the end result was semi-automatic doors were installed at the two locations. WHCL meets Standard III.B.1.a and b.

Being a smaller and newer college, WHCL is able to easily track room usage, program usage, and facilities usage. Annual budget usage and requests, inventory, program review, and student learning outcomes factor into the planning and evaluation of equipment and facilities usage.

At WHCL, institutional program goals with the support of

the mission and vision are clear decision-making factors in long-range capital plans. The Phase I building project provided a significant amount of equipment funding for the college. The college received all new computer equipment, and the science laboratories received over \$300,000 in new equipment, providing a well-equipped science facility. With added support from the district the college has benefited from the technology infrastructure project throughout the college. Phase 2B is a clear example of long range planning based on educational program and service needs. The Child Development Center and the vocational wing housing our Casino Management Program are both clear community and community employment needs with strong enrollment. In another wing, Allied Health will include a videoconference classroom to receive nursing programming from Fresno City College.

West Hills College Lemoore provides modern technology in the classroom. The technology standard for each classroom includes a video-data projector, screen, amplifier, videocassette recorder, DVD player, surge protector, audio cable, speakers, and Ethernet connectivity for laptops. In addition, portable overhead projectors, video data projectors, and a slide projector are available upon request. Full-time faculty members are issued a laptop computer with an integrated DVD player. Part-time faculty can check out a laptop from media services.

Based on faculty videoconference use and evaluation, open microphones are now a standard for all videoconference classrooms. This basic example is just a few of the ongoing planning, communication, and evaluation processes that occur at WHCL. The CIO, the dean of learning resources, and the director of instructional technology all communicate and coordinate the effective use of resources through formal committees (TAT, WHCIST, and Facilities Planning) and informal communication. WHCL meets Standard III.B.2.a and b through carefully implemented and documented planning and evaluation processes.

III.C Technology Resources

Technology resources are used to support student learning programs and services and to improve

Descriptive Summary

With the building of the new campus that opened in 2002, WHCL was at the front end of implementing CISCO AVVID systems throughout. In addition, faculty participation in the facilities committee meetings provided

institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

for advanced technology classrooms that included infrastructure based technology standards.

The college is committed to ensuring that the technology resources it provides supports every aspect of the teaching and learning process. By participating in the district wide technology strategic planning process throughout the fall of 2002, WHCL identified a variety of current and future technology needs. The e-Learning Technology Strategic Plan provides direction, management goals, and strategies within the context of an innovative and changing environment. It sets the direction for the development of distance learning and teaching/learning supporting technologies and services within the institution (3.34) (III.C.1.)

Information technology services (ITS) provides support for the planning, and development, of the information technology infrastructure district wide (Datatel Management Information System, Blackboard, CISCO AVVID System, Microsoft Software, student email, and SIRSI). Computer labs at the college include the tutorial computer lab, library wireless laptops, DSPS lab, faculty multimedia development lab, three classroom/computer labs, an Open Entry lab, and three science collaboratories. The district has purchased and installed a CISCO AVVID system to provide voice, video, and data services over the district wide network (WAN) and a data warehouse system which takes data from the servers and places it on a storage network. By spring 2006, WHCCD will have installed a SAN system. The project will allow for adaptability, server consolidation, redundancy, and complete backups. District wide there will be 4.6 terabytes of data storage versus the current .5 terabyte of data. There is enough capacity included to bring Datatel over from the HP9000 UNIX box in the future. In addition, ITS is in the process of implementing the Hershey STARR Singularity Transcript scanning system that will allow transfer student transcripts to be scanned and uploaded into Datatel as well as the electronic storage of all student transcripts now in paper storage (3.35) (3.36). The SQL Data Warehouse is functioning at the Phase III level providing, at the college's request, data critical to measuring institutional outcomes (3.37) (3.38). Under the auspices of the offices of both the

III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

ITS director and the director of institutional effectiveness, hardware and software have been put into operation to create a reporting system that provides the college with key information that goes well beyond program review reports, such as enrollment management reports and student success reports (3.39) (3.40).

Learning resources provides instructional technology support services primarily to faculty and students in the form of library, distance learning, and classroom technologies using established computer, software, and classroom technology standards. Learning Resources functions and responsibilities include the Library/Learning Resource Center, instructional media services, videoconference classrooms, distance learning, tutoring, and faculty training. At any of the district's instructional sites, distance learning programs are supported through a robust infrastructure that includes DS3 lines or multiple T-1s, faculty who are assigned laptops for instruction, and multiple computer labs as well as wireless laptops. Videoconference classrooms are both send and receive sites with AMX touch pad technologies, WolfVision document cameras, focus student cameras, and open microphones in accordance with established standards as well as faculty input (III.C.1.a).

Training in information technology takes place on several different levels at the college. Students, staff, and faculty have numerous opportunities to attend the training they need. Students receive training through a variety of entry level business and computer information services courses. Students in basic skills, Disabled Students Program and Services (DSPS), and tutoring can receive additional technical help when necessary or upon request.

Faculty are provided technology training when appropriate on flex and duty days. Technology training is provided throughout the school year on video conference classroom technologies, web-enhanced and online course building with Blackboard, and Microsoft email and calendar basics. Learning resources also provides one-on-one training during the semester (3.41). Additionally, learning resources maintains membership in the California Virtual Campus (CVC), which provides faculty training for online teaching and multimedia educational resources for learning and online teaching.

Classified staff are provided training in Datatel by making arrangements with either the director of enrollment management or the director of financial services for one-on-one training or learning area training on an as-needed basis. All employees are required to receive training prior to receiving access to a Datatel account. Staff are also encouraged to attend any technology training offered by the human resources department. Additionally, any employee can request assistance from the help desk coordinator for email or telephone training. The help desk coordinator sends out an email to all subscribers every two weeks entitled, "Did you know?...", that gives tips on the various features of the CISCO IP phone system. (3.42) (3.43) (3.44). On September 15, 2005 the Employee Success Committee sent out a survey to 105 staff on the WHCL campus asking about types of workshops they would be interested in as well as work satisfaction and stress issues. There was a 72% response rate (3.45).

A high technology access specialist works half-time at West Hills College Lemoore and half-time at West Hills College Coalinga to meet the needs of disabled students. The specialist provides individual training to instructors on disabled student accessibility in the classroom, including Internet accessibility and adding captions to audio visual presentations. The DSPS department and full-time faculty have also given presentations on flex days on the accessibility standards for compliance with section 508 of the Americans with Disabilities Act (ADA) as well as on assistive technology.

Training in technology is popular on flex and duty days; however, faculty attendance has been minimal at available workshop training throughout the semester. The Employee Success and Development Committee considers various times and venues for these activities. However, faculty and staff prefer to arrange for one-on-one training at their convenience. Faculty are also informed regularly of off-campus training opportunities such as @ONE through the CCC System Office, learning community workshops offered by the San Joaquin Valley Learning Community Consortium, or WCET conference opportunities funded by Title V. A survey of faculty use of instructional media in the classroom was conducted in spring 2005. This was to ascertain the use of technology as well as the success of training. There was a 92% response rate for full time faculty

III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

noting that 58% of the respondents used the video data projectors 1-3 times a week or more. The survey will be deployed again to the faculty in spring 2006 (3.46) (3.47) (III.C.1.b).

The college has chosen the effective integration of appropriate technologies and services as a means to strengthen the teaching and learning missions of the college. The college is guided in its ongoing evaluation and improvement process of technology resources by such tools as the e-Learning Technology Strategic Plan. West Hills Customer Information Support Team (WHCIST) is a group of committees formed to support the Datatel management information system. The WHCIST committee is comprised of district wide leadership and maintains the technology projects/priorities list. WHCL has representation on the WHCIST committee and provides input to WHCIST on campus technology needs. Direction for the development, maintenance and upgrading of supporting technologies and services within the institution are provided through this process, as well as by research, input from both informal and formal committees and other documents (3.48) (3.49) (3.50) (3.51).

Information Technology Services (ITS) provides maintenance and support to all computer labs and multimedia classrooms at WHCL, as well as to faculty and staff using the college's technology resources. ITS has an informal computer replacement plan and meets the upgrade needs of equipment replacement through cascading, grant acquisitions, state and local construction bond equipment dollars and district funding. ITS and staff from WHCL have been involved in the e-Learning Technology Strategic Plan; staff from ITS and WHCL serve on the Technology Advisory Team that meets monthly and is a sub team of WHCIST (3.52) (3.53).

WHCCD, WHCL, and Learning Resources are aggressive in maintaining quality infrastructure and hardware support through grant funding as well as state and local construction bond equipment dollars. For instance, in 2005-2006 the Cooperative Title V grant funding (2002-2007) will replace 40 of the wireless laptops in the Library/Learning Resource Center that were purchased and installed with construction bond equipment funds in fall 2002. ITS provides maintenance and support at WHCL through the web-based

III.C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

“My West Hills,” Employee Section, and ITS Tech Support. This support page allows users to create a new case for technical support or check on the status of previous cases (3.54) (III.C.1.c).

In cooperation with the district, West Hills College Lemoore has provided students with access to a myriad of resources through the “My West Hills” component of the WHCL website. By eliminating time and geographical barriers to educational resources, students now have access to many otherwise unavailable programs and services. These resources include instant and up-to-date scheduling information, online registration for classes, online admissions, online counseling (Ask-a-Counselor), online catalog, online electronic library resources, and online courses and degree programs. The college has three video conference classrooms and one video conference meeting room. These facilities and equipment are the responsibility of the distance learning operations manager provided through the Title V Cooperative Grant. Services include connectivity to the following sites: Coalinga, Firebaugh, and Fresno City College. These high-end video conference classrooms are equipped with the classroom standard for technology as well as a document camera, an additional rear projection video data projector, and student and instructor cameras, student and instructor microphones, a FAX machine, and an AMX touch pad system for control (3.55).

Each classroom on the new West Hills College Lemoore campus is equipped with a video-data projector, screen, amplifier, videocassette recorder, DVD player, and Internet connectivity for laptops. In addition, overhead projectors are readily available. Full-time faculty members are issued a laptop and adjunct faculty may check out laptops through media services (3.56). Eighty percent of faculty agree that there is sufficient access to computers and technological resources to complete assigned duties. Media services and AV equipment requests are made by going to “My West Hills,” Employee Section; Audio/Visual Request on the college’s website (III.C.1.d).

III.C.2

Technology planning is integrated with institutional planning. The institution

Technology planning is integrated with college planning at the campus level using program review. Program reviews are the primary planning tools for virtually all campus activities and are prepared at least once every four or five years by a service area. Technology, staffing, and budget

systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

concerns are evaluated and suggestions for improved allocation of resources are made. Program reviews are forwarded by the service area to the Student Learning Committee (SLC). The SLC reviews the program review for content and completeness and may either forward the program review for approval to the Planning and Governance Council (PGC) or return it to the originator for improvement. Program reviews which are determined to be acceptable are brought forward to the PGC from the SLC by the dean of educational services. Recommendations from the program reviews are evaluated by the PGC which then votes whether to forward the program review to the Budget Allocation Committee, who will make recommendations on allocations and resources. Currently, most budgetary allocations for technology resources are made at the district level. At the district level, allocations of technology resources are heavily influenced by the West Hills Customer Information Support Team (WHCIST), and all purchasing decisions are subject to review by the district's ITS department in order to comply with established standards or compatibility with current technology.

The Technology Advisory Team (TAT) has the primary responsibility of assessing the district's current use of technology and the direction technology use should take. The district-wide membership of the TAT consists of seven district staff, four WHCC representatives, and four WHCL representatives. The colleges are each represented with a faculty member, the chief instructional officer and the dean of student services. The DSPS assistive technology specialist who is shared between the colleges also serves on the committee (3.57) (III.C.2).

Self Evaluation

WHCL meets and exceeds Standard III.C.1.a. The CISCO AVVID system has provided faculty and staff the ability to "plug in" anywhere, anytime on the district network. This in combination with the laptops issued to full time faculty, has provided for the ability to move easily from classroom to classroom or campus to campus and plug into any network port for email, Ethernet, or Blackboard access. The district's technology strategic plan is at the end of its cycle and efforts have been made to identify a new consultant for the next technology strategic planning process. A selection has been

made and now funding is being identified for a spring 2006 district-wide technology strategic planning process. Faculty and staff from WHCL will be involved in the strategic plan. The most significant technology resource change over the last two years has been the availability of institutional research reports from the director of institutional effectiveness, planning, and web services providing enrollment management reports, student retention, student success, breakdown of ethnicity, age, gender, and so on. These reports are guiding our program review, facilities planning, technology planning and everyday evaluative processes.

The distance learning component of WHCL incorporating both video conference technologies and online instruction continue to enjoy the healthy influx of technology dollars from grants and construction equipment funds. Campus resources are leveraged to provide faculty with new laptops, the college infrastructure with expanded bandwidth, the library and newly constructed classrooms with wireless capabilities, and state of the art technology that will push satellite over IP telephony. Provisions for reliability, disaster recovery, privacy, and security are provided for.

When providing technology training as discussed in Standard III.C.1.b, WHCL achieves intended outcomes on a number of levels. All full time faculty at WHCL have been through some form of technology training by participation at Flex or Duty Day, workshops offered throughout the semester, or one-on-one training. Staff are provided technology training in Datatel prior to receiving their account; other technology training is provided to staff throughout the semester on non-student holidays, or upon request. Students are provided technology training in a one-on-one environment in the Open Entry/Open Exit computer labs as well as in the Library/Learning Resource Center (L/LRC). Students can and do take a variety of business and computer information systems courses that provide basic computer skills. In addition, the help desk coordinator is available to answer any and all questions. DSPS students also receive technology training in a specially equipped computer lab inside the L/LRC. Basic skills English students have a classroom designed by faculty that includes both an instructional area and a computer lab area. Students in those classrooms are provided instruction in computer use related to their Basic Skills English course.

Since Information Technology Services is a district wide function, a lot of the management, maintenance, and operation of the campus infrastructure are a district function. Even so, we meet Standard III.C.1.e because there are campus representation at all levels of decision making including at the strategic planning level, and the WHCIST Datatel and Technology Advisory Team (TAT) levels. The Learning Resources Dean who chairs the TAT Committee and reports to the WHCIST committee also sits on the WHCL Facilities Committee and the WHCL President's Cabinet. The WHCL Chief Instructional Officer and the dean of student services also sit on the WHCIST Committee and TAT and both serve on the Facilities Committee and the WHCL President's Cabinet. The ability for dialogue and participatory decision-making occurs at many levels with an opportunity for input by all.

System reliability and emergency backup are handled at the district level ITS department and are appropriate.

WHCL, through a combined use of the college strategic master plan, the e-Learning technology strategic master plan, and the facilities master plan has met Standard III.C.1.d. Utilizing all planning processes to understand how technology will assist the college as it meets student learning needs has long been a goal of WHCL. Partnerships to bring the Radiologic Technology and RN programs to WHCL through videoconferencing were one such way the college was able to use technology resources. Understanding that the internet could be a viable source of educational information, all classrooms were provided an Ethernet connection and all full time faculty were provided laptops. The WHCIST committee in tandem with the ITS department has worked diligently to create a robust and redundant infrastructure that includes DS3 and multiple T-1s throughout the district. In addition, the SAN system purchase will provide for maximum reliability for students, staff and faculty. WHCCD is moving from .5 terabytes of data storage to 4.6 terabytes of data storage that will include blade servers and a redundancy component. This technology infrastructure will provide for maximum reliability and enable the college to pursue state of the art software and hardware choice for the institution. The choice of the SAN system was made at the WHCIST committee level for a priority one implementation, carried out to all appropriate

college governance committees, funding was allocated, and the project implemented. Dialogue, institutional integrity, and institutional commitments (by tying our mission statement to our planning and implementation process, “We provide a positive environment which is committed to student learning outcomes and success, using relevant goals, innovations, strategies, and partnerships”).

Finally, WHCL meets Standard III.C.2 through the program review and budget planning processes. Program review occurs every four years and budget planning every year. Both these processes include a technology component. The process to evaluate and request technology is clear, both at the college and the district levels. In addition there is dialogue and communication at multiple levels. A representative from the grants office sits on the WHCIST committee to ensure that all technology requests, when applicable are included in grant proposals. Technology priorities are made in the learning areas, at the area budget committee, at the President’s Cabinet and in the WHCIST committee. WHCL has an effective process for technology acquisition and robust resource of hardware, software, and supporting infrastructure.

III.D Financial Resources

Financial Resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of

Descriptive Summary

West Hills College Lemoore’s financial planning process adequately supports the college’s student learning programs and services and to improve institutional effectiveness.

both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1

The institution relies upon its mission and goals as the foundation for financial planning.

Financial planning is integrated with and supports all institutional planning. In addition to the annual budget planning process, each department is responsible for review of its own budgets. Each committee member and department leader understands his/her role and responsibility in budget development and implementation, as well as the budget's connection to institutional mission and goals. All financial planning and budget requests by college committees are routed to the Planning and Governance Council (PGC). The PGC forwards recommendations to the president, who reviews all requests with senior staff in the President's Cabinet. All requisitions include what goal the funding requests relate to. Should the need arise for an exceptional expenditure; the department brings the request forward through the established committee process. The PGC then forwards a recommendation to the president. The allocation model is not finalized, which makes planning difficult (III.D.1).

III.D.1.a

Financial planning is integrated with and supports all institutional planning.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. The Budget Allocation Committee meets to determine budget allocation and priorities for WHCL. Each Area Budget Committee (ABC) from the four learning areas (Arts and Sciences, Occupational Education, Student Services, and Facilities Support) must submit a prioritized budget request to the Budget Allocation Committee. Once reviewed, the Budget Allocation Committee forwards its recommendations to the Planning and Governance Council. From there it goes to the President's Council, then to the Chancellor's Executive Cabinet and finally to the Board of Trustees for final approval. Currently, this committee structure is working and all college-level processes continue to stay fluid so revisions can occur if necessary. At the district level a proposed budget allocation model is being formulated that will increase ability for budget forecasting at the learning areas level (3.58).

WHCCD is one of the few community colleges in a strong growth mode allowing for continued fiscal support of student programs and services. The allocation model is not finalized, making it difficult to plan. Although WHCCD was approved for a 16 percent growth increase in 2002-2003, the district did not receive the anticipated growth revenue from the state as expected. The inability to depend on promissory state revenues makes annual budget decisions difficult (III.D.1.a).

III.D.1.b

Institutional planning reflects realistic assessment of financial resources, availability, development of financial resources, partnerships, and expenditure requirements.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnership and expenditure requirements. West Hills College Lemoore has access to fiscal information when planning for short and long term institutional learning outcomes. WHCL incorporates fiscal information when planning for course scheduling, program growth, facilities growth, and master planning. WHCL receives current fiscal information monthly at the Board of Trustees meetings. WHCL receives current fiscal information upon request. WHCL has access to all fiscal information and screens in DATATEL (III.D.1.b).

III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations. The district maintains a reserve to meet long-range financial priorities and assure financial stability for the college. The CCCCCO recommends a five-percent general-fund reserve.

In July 2002, the Board of Trustees approved the district's participation to participate in a Certificates of Participation (COP) business venture in the amount of \$27,950,000 (3.59). In June 2004, an additional COP was issued for \$37,200,000. In November 1998, the district's electorate approved a \$19 million dollar local general obligation bond, Measure G, in combination with a statewide bond, proposition A. Funds from that measure came to the WHCL campus for the construction of the initial three buildings of the new campus (3.60). These are effective processes for maintaining fiscal stability over the long term. The stability allows the college to forecast for short and long range planning. There is strong community support for bond measures to build and support college efforts (III.D.1.c).

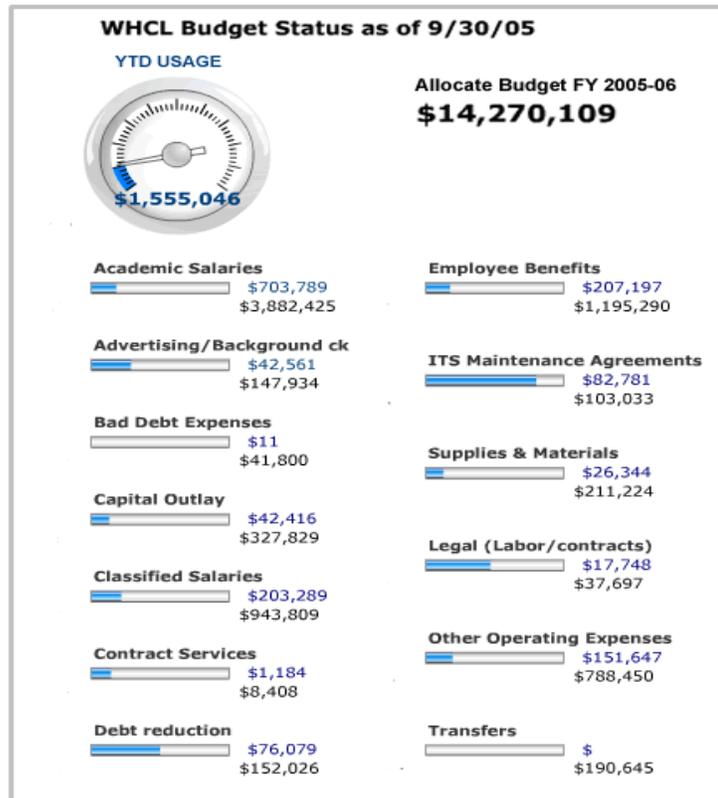
III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The college clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. The Budget Allocation Committee meets to determine budget allocation and priorities for West Hills College Lemoore. Each Area Budget Committee (ABC) from the four learning areas (Arts and Sciences, Occupational Education, Student Services, and Facilities Support) must submit a prioritized budget request to the Budget Allocation Committee. Once reviewed, the Budget Allocation Committee forwards its recommendations to the Planning and Governance Council. From there it goes to the President’s Council, then to the Chancellor’s Executive Cabinet and finally to the board of trustees for final approval (3.58) (III.D.1.d).

III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.



III.D.2.a

Financial documents, including the budget and independent audit, reflect

All long-term financial and contractual agreements and annual external audits are handled at the district level, with the vice chancellor of business services and the West Hills College Lemoore president overseeing the college's budget.

appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.2.b
Appropriate financial information is provided throughout the institution.

III.D.2.c
The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

III.D.2.d
The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.2.e

The Datatel MIS system is used for accounting and provides instantaneous access to data, management control, and department accountability (3.61). An annual audit is performed by Vavrinek, Trine, Day & Co. LLP. The district maintains reserves at the recommended five percent (3.62) (III.D.2.a).

Financial information is disseminated throughout the institution by the Area Budget Committees (ABC) and by annual college-based and district reports. The new budget allocation model will allow for a clear path of financial distribution between the campuses, as will the new resource allocation model for distribution of human and fiscal resources (3.63) (III.D.2.b).

There are sufficient reserves to maintain a stable fiscal environment and meet financial emergencies. Through use of TRANS and membership in VIP/JPA WHCCD has an appropriate financial preparation and risk management procedure in place. The Board has authority to utilize reserves in an emergency. The District Risk Management Committee meets monthly. TRANS was used in 2002-2003 during the state's financial crisis (III.D.2.c).

The West Hills College Foundation, with \$600,000 in assets, supports auxiliary programs such as student scholarships, trust, endowments, additional athletic programs, child development centers, college library book procurement, and landscaping (Leaves and Library Campaign) (3.64) (III.D.2.d).

The current student bookstore and cafeteria areas reside in a

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

III.D.2.f

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

III.D.2.g

The institution regularly evaluates its financial management processes, and the results of evaluation are used to improve financial management systems.

III.D.3

portable building and are temporary facilities. Although small, the bookstore and cafeteria minimally meet the needs of students and staff. A new food service area will be completed in the spring 2006, which should help to alleviate this situation. Further, the WHCL Facilities Planning Committee has recommended that the bookstore be moved to a new expanded temporary location during the spring 2006 semester. Long range planning for the construction of a student center includes a permanent bookstore and food service area (3.65).

Fundraising efforts occur in concert with the district chancellor and the college president, primarily focused on raising money for scholarships and athletics. The college president fully engages staff for input into the preparation of these events and communicates the fundraising intent with the Planning and Governance Council. The district employs a grant writing specialist who coordinates grant applications with WHC Lemoore administration prior to application. Administrators must evaluate the institutional and student value to encourage or discourage grant applications. Once successful, grants are supervised by an appropriate administrator or director for compliance and accountability (III.D.2.e).

The college follows board policies and California Community College Chancellor's Office purchasing requirements. This is evidenced in the independent annual audit (3.61). The West Hills College Customer Information Support Team (WHCIST) encourages dialogue among Datatel users. Results of dialogue are used to improve financial management systems (III.D.2.f).

The district vice chancellor for business services contracts with an outside auditor to provide complete business service audits. WHCIST addresses management of information concerns in regards to the Datatel system (III.D.2.g).

Financial resource assessment is based on the goals and

The institution systematically assesses the effective use of financial resources and uses the results of evaluation as the basis for improvement.

recommendations of the Strategic Master Plan and the Educational Master Plan. The Educational Master Plan is created via the program review process that currently has no direct link to the budget development process beyond informal recommendation. Annual program reviews are submitted to the Student Learning Committee (SLC) (3.66). The Planning and Governance Council reviews SLC summary reports and makes recommendations to the Board of Trustees (3.67). The Budget Allocation Committee distributes and analyzes budget materials to and from Area Budget Committees. A budget priority list is created by the Area Budget Committees and submitted to the Budget Allocation Committee (3.68). The current process of assessing and improving the usage of financial resources takes two separate paths. Program review evaluates needs of individual programs, while the Budget Allocation Committee makes recommendations for financial disbursement. These two processes need a formal link that creates a smoother and more efficient method of evaluation and improvement for the entire budgeting process. The budget development process was revised in October of 2004 (III.D.3).

Planning Agendas

III.A.5

The college will move flex day and duty days from a district to a college level.

III.B.2.b

The college will implement Datatel's Physical Plant Module to monitor work orders.

III.D.1

The college will hold monthly budget meetings.

Standard III Document References

- 3.1 Board Policy 7120
- 3.2 Minimum Qualifications Handbook
- 3.3 CTA Contract Language on Hiring
- 3.4 CSEA Contract Language on Hiring
- 3.5 CTA Contract Language on Evaluation
- 3.6 Full-time Faculty Evaluation Forms
- 3.7 Adjunct Faculty Evaluation Forms
- 3.8 Board Policy 214
- 3.9 Board of Trustees Code of Ethics
- 3.10 Certificated Employees Code of Ethics
- 3.11 Classified Employees Code of Ethics
- 3.12 Fall 2005 Faculty List
- 3.13 Fall 2005 Classified List
- 3.14 Board Policy 319
- 3.15 Board Policy 413
- 3.16 IPEDS Data Report
- 3.17 Sample Flex Day Agenda
- 3.18 Sample Duty Day Agenda
- 3.19 Annual Budget for District
- 3.20 Budget Committee Agendas
- 3.21 Budget Committee Minutes
- 3.22 PGC Agendas
- 3.23 PGC Minutes
- 3.24 Chancellor's Cabinet Agendas
- 3.25 Chancellor's Cabinet Minutes
- 3.26 Facilities Master Plan
- 3.27 JPA Biannual Report
- 3.28 Quality Assurance Inspection Form
- 3.29 Cal/OSHA Requirements
- 3.30 Sample Building Code Requirement
- 3.31 WASC Survey
- 3.32 FUSION Report
- 3.33 Initial Project Proposals (IPP) and Final Project Proposals (FPP)
- 3.34 e-Learning Technology Strategic Plan
- 3.35 CISCO AVVID System Information
- 3.36 Email from ITS director
- 3.37 Data Warehouse-Phase III Reports
- 3.38 Data Warehouse Timeline and Reporting System Flowchart (Revised 03/13/05)
- 3.39 Clementine Data Mining Reports
- 3.40 Crystal Reports
- 3.41 Faculty Technology Training Flyers
- 3.42 Datatel Training Reports
- 3.43 Classified Staff Professional Development Agenda
- 3.44 "Did You Know?..." Communications

- 3.45 Employee Success Committee Survey 9-05 results
- 3.46 Learning Resources training announcements
- 3.47 Lemoore Full Time Faculty Media Services Survey 2-05
- 3.48 WHCIST Technology Committee Flowchart
- 3.49 WHCIST Meeting Minutes
- 3.50 WHCIST Projects/Priorities Log 11-05 Draft
- 3.51 ITS/LR Meeting Minutes
- 3.52 ITS Computer Equipment Purchase and Replacement Plan
- 3.53 Technology Advisory Team (TAT) Minutes
- 3.54 Cooperative Title V 2003-2007 Project Abstract
- 3.55 Classroom Multimedia Technology Standard
- 3.56 ITS Faculty Laptop Standard
- 3.57 TAT Membership
- 3.58 Budget Development Process
- 3.59 Board Meeting Minutes from 12-03
- 3.60 Bond Measure G Description
- 3.61 2004 District Audit Report
- 3.62 2004 WHCL Annual Financial Report
- 3.63 Resource Allocation (Administrative Procedure 6225)
- 3.64 WHCCD Foundation Financial Report
- 3.65 WHCL Facility Planning Committee Reports
- 3.66 Program Review Handbook
- 3.67 SLC Summary Reports
- 3.68 ABC Budget Priority Lists

Standard IV – Leadership and Governance: A Thematic Overview

Dialogue

Institutional leaders create an environment for empowerment, innovation, and institutional excellence, providing encouragement, involving staff on various committees, conducting monthly President's Forums, working with Academic Senate in shared governance, and working with a cross-representation of all groups to develop and update the college master plan and organizational structure. Dialogue has been utilized in the planning process as West Hills College transitions to a two-college district as evidenced by the planning retreats, Strategic Planning Task Force, and the collaborative and inclusive approach in establishing the governance processes.

The board of trustees encourages communication from district employees and community members by maintaining accessibility and by providing an opportunity to address public comment at regular board meetings. Constituency groups, such as Academic Senate, faculty association, and CSEA, are given opportunity at all board meetings to address issues and to keep the board apprised of their activities and accomplishments.

The college president's management style reflects one of open communication. The president participates in various student and staff activities. The president serves on various community boards and organizations to maintain an active dialogue with the community served by the college.

Institutional Integrity

Institutional integrity is demonstrated by the involvement of a cross-representation from all groups, including staff, faculty, administrators, community groups, CSEA, CTA, and Academic Senate, in the planning processes and shared governance. The administration supports a decision-making process involving people affected by the decision. Faculty members perform a central role in developing, implementing, and evaluating educational programs as evidenced by the faculty accreditation survey which indicated eighty-two percent of the faculty feel that instruction and support staff maintain a major role in curriculum planning, development of student learning outcomes, and evaluation. Integrity is also demonstrated by the current governance process which was developed collaboratively with all college constituencies. Reassigned time is granted for faculty members with significant responsibilities in governance, such as the Academic Senate president and the Curriculum Committee chair. The Academic Senate has a strong role in college governance through representation on numerous college committees.

The board of trustees is comprised of seven public members who are elected at large and who represent the six geographical regions of the West Hills Community College District. Board biographical sketches, which are posted on the website, reflect diversity in the group's representation. All board policies are continually being revised and updated on the website for public review. The board has established a policy for assessing the performance of the board.

The budget development process is tied to program review, providing the impetus for budgets to be developed in relationship to student learning outcomes, advisory committee recommendations, and the ongoing educational needs of the community.

It is the philosophy of both the chancellor and board of trustees that local autonomy is provided to the colleges. The district office functions as a “service center” for the colleges. Additionally, the district chart clearly depicts the structure of the district and colleges and the authority each is given for daily operations. A new equitable and effective resource allocation model, when approved, will provide long-term financial stability for a multi-college district.

Institutional Commitments

The Student Learning Committee (SLC) has implementation oversight to the educational master plan, program review, and accreditation. The SLC is committed to ensuring that on-going and systematic evaluation and planning are consistent with the college mission, vision, learning outcomes, and guiding principles.

The commitment of the board of trustees to advocate and demonstrate honesty and integrity in its relationship with external agencies is illustrated in board policy. The district is committed to the institution complying with standards, policies, guidelines, requirements for public disclosure, self study and other reports, team visits, and prior approval, and publication of substantive changes.

Evaluation, Planning, and Improvement

Evaluation, planning, and improvement are on-going processes of West Hills Community College District as outlined in the governance structure and board policy. The chancellor annually evaluates the president and the board of trustees reviews the evaluation. The president annually evaluates the campus administrators and holds bimonthly cabinet meetings to check on the status, progress, and quality of the institution in relationship to student outcomes and quality instruction. An annual self-assessment and review of past year accomplishments, challenges, and goals achievement are components of the administrative evaluation. All administrators, faculty, and classified staff are evaluated periodically. Board policy has been implemented for assessing the performance of the board of trustees.

Program reviews are completed by each department, categorical program, and auxiliary program as a means for evaluation, planning, and improvement. Through the administration, the college president maintains an ongoing process of program review and implementation. Statistics are maintained to monitor program and student success. As a part of the self study, surveys were completed by faculty, staff, and students. Evaluation is also utilized in the committee process in the form of review and dialogue. Meetings are held at the various levels of governance. Documents, meeting minutes, manuals, announcements, and agendas are routinely posted either in Public Folders or on

the college website to promote communication, dissemination of information, and participatory governance.

Student Learning Outcomes

In conjunction with the Academic Senate, a process is underway to establish a separate Student Learning Outcomes Committee under the direction of the Academic Senate and Curriculum Committee. WHCL is in the process of developing student learning outcomes (SLOs) at the course, program, and degree levels.

Organization

The president, in collaboration with all college constituencies, has established a college-wide governance and decision-making process that includes the following: President's Cabinet; Planning and Governance Council; Student Success Committee; Student Learning Committee; Employee Success and Development Committee; Budget Allocation Committee; and Facilities, Safety, and Technology Committee. The governance structure works in conjunction with the Academic Senate in a shared governance process. Participants include students, administrators, faculty, staff, community, and business and industry. The participatory governance process enables all constituents of the college to be represented in the decision-making process. The evaluation process, the allocation of resources, and the justification of those decisions are based on organizational reports, due process, and participation by faculty, staff, and students. Actions, recommendations, and requests move through the committees to the Planning and Governance Council, which will then review, amend, guide, recommend, and, if appropriate, refer to the President's Cabinet and to the board of trustees.

The district office's primary purpose is to provide operational and logistical support and services to the colleges which include: 1) Human Resources, 2) Administrative Services, 3) Marketing and Public Information Services, 4) Contract Education and Economic Development, 5) Facilities Management, 6) Enrollment Management and Learning Resources, 7) Information Technology Services, 8) Institutional Research, 9) Web Services, 10) Foundation, and 11) Enrollment Services. Policies are currently being developed to clearly delineate the roles of district and college.

Standard IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.

Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while it acknowledges the designated responsibilities of the governing board and the chief administrator.

IV.A Decision-Making Roles and Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

During the transformation from a center to becoming a fully accredited college, West Hills College Lemoore, early on, recognized the valued leadership from all constituencies and groups on campus. Without the views, input, and recommendations from its organizations, West Hills College Lemoore would not have made the progress to become a full service campus. Leaders from the faculty senate, CTA, classified organization, student groups, community advisory teams, and the administrative team, all contributed to the development and growth of the college. These same groups play key roles in the continuous improvement of the college and its service to students.

In the initial development of the campus, leaders from key groups served as members of the facility planning committee and contributed valuable input to the design and

IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate,

functionality of the campus. This committee still is active in the planning and development of future facilities for the next phases of construction. These same governance organizations made significant contributions to the development of the college strategic master plan which led to the creations of the college's Planning and Governance Manual with identified institutional learning outcomes.

College leaders have created an environment for empowerment, innovation, and institutional excellence. The governance process allows input from all levels. An example of this is the district Strategic Planning Retreat held September 8-9, 2005. Faculty, staff, students, administrators, and trustees assembled to identify the steps that need to be taken to address issues the district will face in the next few years and to create a mission for the two-college district (4.1). Another example of an environment of empowerment is the planning sessions for reviewing the college's mission statement. Students, staff, faculty, and administration participated in several planning meetings to revise the college's mission statement in response to one of the recommendations from the previous accreditation visit. These planning sessions occurred during the spring 2005 semester (IV.A.1).

The college has implemented a planning and governance structure that values and encourages the participation of faculty, staff, students, and administration in the decision making process in order to improve student learning and student success. The college's mission and vision statement is central to the recommendations and products of each of the governance committees.

West Hills College Lemoore is committed to providing a high quality educational opportunity to its students. To this end, the college maintains dialogue about the continuous improvement of student learning and institutional processes through various committees, councils, curriculum, and program review. Shared governance is represented by an

planning, and special-purpose bodies.

IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IV.A.2.b

The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

open door policy and active participation by all constituency groups in campus committees. The Planning and Governance Manual reflects this philosophy (4.2).

The college participates in self-reflective dialogue as illustrated in West Hills College Lemoore's improved curriculum process. The Curriculum Committee in Lemoore now has a discussion board on Blackboard to enable members to review material and make recommendations prior to meetings. As a result, the actual meetings are shorter and more productive. In addition, any individual may view pending curriculum and comment. The curriculum forms have been redesigned and are now available electronically (4.3). The minutes of the curriculum meetings are available on the college's Blackboard system.

In another example of dialogue, the governance procedures enable all constituents of the college to be represented in the decision-making process through college-wide committees. The Academic Senate enforces the concept of shared governance, especially in matters related to a faculty member's particular areas of responsibility or expertise. Students are represented in the governance of the college through the Student Government Association. The current governance process was developed collaboratively with representation from all college constituencies, and a strong active role for administrators is present (IV.A.2.a).

Faculty members have a clearly defined role and representation on all appropriate institutional committees and councils. The Academic Senate, the administration, and other leaders work together closely with faculty members in developing student learning programs. Faculty members perform a central role in developing, implementing, and evaluating educational programs. The administration supports a decision-making process that involves people who will be affected by the decision. Faculty members' roles in governance and voice in educational matters was established in negotiations and collaboration with the district and college administration. Reassigned time is granted for faculty members for significant responsibilities and governance, such as the Academic Senate president and the Curriculum Committee chair. The Academic Senate has a strong role in college governance with representation on numerous college committees (4.2). Sixty-one percent of faculty surveyed agreed that they perform a central role in developing,

IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

implementing, and evaluating educational programs (4.4) (IV.A.2.b).

The Board of Trustees, administrators, faculty, staff, and students work together for the good of the college through committees and councils that interact on all levels to illustrate a unified positive message to the community and to the school as a whole. The president leads the college in establishing a planning process, a budget process, and a college-wide consultation process involving faculty members, classified staff, administrators, and students in decision-making. The president collaborates with all college constituencies formally by the existing committee structure and informally by an open door policy. He has established college-wide governance and decision-making processes that include the President's Cabinet, the Planning and Governance Council, the Budget Allocation Committee, the Facilities, Safety, and Technology Committee, the Student Learning Committee, the Student Success Committee, and the Employee Success and Development Committee (4.2).

West Hills College Lemoore's president holds bimonthly cabinet meetings to determine the status, progress, and quality of institution in relationship to its stated goal of student learning and success. The president also facilitates bimonthly Planning and Governance Council meetings to assess and direct the progress of individual committees and campus-wide activities (4.5) (4.6). The president regularly has a President's Forum open to all students, faculty, and classified staff to provide an update on college activities and events but to also answer any questions proposed by participants (4.7). The president also provides weekly email updates about decisions by the board of trustees, chancellor's executive cabinet, president's cabinet and various college-wide committees. The president's emails also inform the campus about his involvement with community organizations, outside governmental agencies, and meetings with other community colleges and universities on behalf of the college (4.8). Faculty also conduct regular interdisciplinary or learning area meetings for the purpose of assessing any ongoing problems, determining solutions, and checking on the overall health of the campus community; these meetings are either facilitated by an Academic Senate representative or by an administrator (4.9) (4.10). The chief instructional officer participates actively in matters of curriculum, faculty evaluations, and as an aid to the

IV.A.3 (continued)

Academic Senate.

The budget process also illustrates broad representation on a college committee. The Budget Allocation Committee provides direct college leadership in the allocation of budget augmentation and has administrative, faculty, classified staff, and student representatives in its membership. The Budget Allocation Committee reports directly to the Planning and Governance Council and possesses four smaller Area Budget Committees (ABCs). Each subcommittee represents a different aspect of the college: arts and sciences, occupational, student services, and facilities support. Each ABC has an administrator (who chairs the initial ABC meeting of the year), an academic representative (faculty), a classified representative, and a student. Each ABC elects a chair from its membership. Each ABC must submit a prioritized list to the Budget Allocation Committee that is reviewed and decided upon in order to support the planning that reflects realistic short-range and long-range financial priorities in support of student learning (4.11) (IV.A.3).

IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

The college demonstrates honesty and integrity when dealing with external agencies, compliance with the Accrediting Commission, and moves expeditiously to respond to recommendations made by the commission. The board of trustees exemplifies the college's commitment to being honest and having integrity. The board of trustees is composed of representatives from a variety of occupational backgrounds and who are active with their respective communities through participation in various civic and political activities. The commitment of members of the board of trustees to their communities shows their investment in being honest and having integrity in the community, which naturally will be brought with them to board meetings. There is also a student representative on the board of trustees ensuring that the student body is aware of issues affecting the college body and gives students a voice in their institution. The monthly board of trustees meetings illustrate that members remain familiar and current with the issues of the college. The board of trustees functions independently of the colleges but encourages communication from district employees and community members by providing an opportunity to address public comment at regular board meetings. This process supports the institution in complying with standards, policies, guidelines, requirements for public disclosure, self study, team visits,

and prior approval of substantive changes.

The college and the district have moved expeditiously to implement the recommendations from the previous accreditation visit in March 2004. The board of trustees has been regularly informed about the progress made on implementing the previous recommendations and on the progress of the development of the current self study. For example, the board received a draft of the self study document at their October 2005 board meeting for their review.

The board has approved a new delineation of authority policy for the chancellor and college presidents that describe their roles as the district becomes a district with two colleges. The district has forwarded to the colleges a proposed allocation model that will be the basis of allocating funds to the campuses. The colleges, in consultation with their shared governance groups, are reviewing this model and will be forwarding to the board for final approval (IV.A.4).

IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The board of trustees also receives regular monthly reports on the status of the district from the chancellor, the college president, the CTA president, the CSEA president, and the president of the Academic Senate. The board mandates and reviews annual external audits ensuring sound financial oversight.

The district office's primary purpose is to provide operational and logistical support and service to the colleges. Services include human resources, marketing and public information services, foundation services and grants, contract education and economic development, facilities management, enrollment management, and learning resources. Reports and presentations are routinely presented to the board of trustees. The communication methods currently in place are effective in providing timely information. Technological mechanisms will continue to be enhanced and improved and continue to play an integral role in communication. These governance and decision-making processes are widely shared with the college community.

At the college level, the president uses the President's Cabinet and the Planning and Governance Council as a means to communicate. The college president also holds

monthly President's Forums. Participants of the strategic planning session in spring 2005 evaluated the effectiveness of the college's governance structure and governance committees and identified institutional student outcomes and success indicators. The institutional student outcomes and success indicators are identified in the college's Planning and Governance Manual (4.2) (IV.A.5).

Self Evaluation

West Hills College Lemoore meets this standard. The district and college have both created an environment for the empowerment and encouragement of students, staff, faculty, and administration to contribute to the improvement of the college and of the district. At the college level, there has been broad based participation in strategic planning initiatives, committee work, shared governance, and in the development of services to support student learning that contribute to the continuous improvement of the college.

The college's revised Planning and Governance Manual clearly describes the decision making processes and how all constituencies are involved at all levels with the goal of continuous improvement. The academic senate and college curriculum committee are fully functional and are two key components in the decision making and governance structure of the college and bring forward ideas to improve student learning.

The college academic senate was actively involved in the district strategic planning retreat and in the revision of the district's mission and vision statement. Students and staff are well represented on college committees and are active in the decision/recommendation processes. The college's Student Government Association is very active, meeting weekly to coordinate and promote student representation on college committees. The Student Government Association president is a member of the Planning and Governance Council, the shared governance council for the college.

The West Hills Community College District Board of Trustees encourage effective communication as evidenced by each constituency group having a regular place on board agendas for reports and information to the board. The board regularly hears reports from the academic senate, CTA, CSEA, student trustee, and the college president at each

board meeting. These reports allow the board to inquire or comment directly to the college organizations about events, processes, or activities on the campus.

West Hills College Lemoore has developed an effective budget development process that clearly ties budgeting to student learning. The Budget Allocation Committee reports directly to the Planning and Governance Council and oversees the Area Budget Committees to provide direct communication with college departments including instruction and student support services. This process allows for effective communication in order to support student learning outcomes and the colleges institutional student outcomes.

The college and district have demonstrated compliance with all Accrediting Commission standards, policies, guideline, and requirements. Since its previous accreditation visit in spring 2004, the college and district have implemented prior recommendations made by the commission. The college has developed a system of effective communication and regularly communicates results of evaluations and decisions made at the district or college level. The college maintains effective communication between campuses as evidenced by the meetings of the District Council on Student Learning and the District Leadership Council which the academic senate's presidents are members.

IV.B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of

Descriptive Summary

The West Hills Community College District clearly recognizes the responsibilities of its elected board of trustees to set policy and provide direction in the effective operation of the district. The board has delegated to the chancellor the responsibility to carry out the policies of the board and, through direction provided by the chancellor, the presidents are responsible for the effective operation of the colleges.

As West Hills College Lemoore strives to become an accredited college, the president recognizes and assumes the responsibility of carrying out the policies of the board and the direction of the chancellor. The president, academic senate president, CTA president, and classified president, regularly attend meetings of the board of trustees and make reports to the board about the operation and functions of the

the district/system and the colleges.

IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

campus. The college president reports back to the college community through his weekly updates decisions made by the board and policies or procedures formally approved by the board. Board minutes are available on the district’s website and are regularly updated (IV.B).

The college has a board of trustees that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The WHCCD Board of Trustees is comprised of seven members elected by the voters of the district to represent the trustee areas in which they reside. Trustee areas include Avenal, Coalinga, Firebaugh, Lemoore, Riverdale, and Tranquility. The board regularly reviews and revises its policies. Board policies are brought to the board after approval from the appropriate college shared governance committees. The board has established policies for selecting and evaluating the chancellor and the college presidents (4.12) (4.13) (4.14). A student trustee also serves on the board and is selected by the respective college campus on a rotating basis. The current student trustee is from the Coalinga campus (IV.B.1).

The board of trustees is an independent policy-making body that reflects the public interest. According to the student survey, 40.5% of the students surveyed feel that the board of trustees includes adequate representation of the public interest in the diverse population of the college's service area. Only five percent disagree, while 54.5% remain neutral or feel not applicable. Due to the large area of the district, especially prior to the separate status of Lemoore, it has been difficult for the public to travel to attend board meetings. In addition, board meetings are held in the afternoon, when many interested constituents may not be able to attend. The large district area or timing of the meetings may be indicative of why 54.5% remain neutral or say they don't know (4.4). Upon receiving applicable information from the chancellor and college presidents, the board can then make an informed decision. In addition, board representatives from a geographical area can provide first-hand support to the college for projects or issues arising near their residence (IV.B.1.a).

IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Being consistent with the mission statement, the board of trustees demonstrates responsible concern for the quality of the college's academic and co-curricular programs, and provides appropriate oversight to ensure financial soundness. Board members routinely interact with and ask questions of college and district representatives at board meetings in addition to hearing special reports and presentations on various programs projects and issues. The board approves curricular academic policies intended to ensure the high quality of educational programs at the college and throughout the district. Board policies address such issues as curriculum development and approval, course outline review, international education, academic and student services policies, and related subjects. The board approves new courses and programs, changes to existing courses and programs, and academic policy changes. The board is kept informed about other academic and regular issues through program review, accreditation, partnerships, contracts, and student and employee honors and awards (IV.B.1.b).

IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

The board of trustees is ultimately responsible for educational quality, legal matters, and financial integrity. The board, through the chancellor, is currently updating policies as they pertain to transitioning from a single college district to a multi-college district. In addition, the board has directed the chancellor to review existing policies for compliance to local, state, and federal regulations, and to separate policy from procedures. As policies and related administrative procedures are reviewed, and/or revised and approved, they are placed on the district web site (4.15). All recommendations requiring approval typically appear on the board agenda for two meetings before action is taken. This time frame allows for review and comment by board members as well as interested faculty, staff, students, and community members. Faculty, staff, and administrators may recommend changes to new policies for consideration by the board by first taking the policy to the college Planning and Governance Council and then to the District Council on Student Learning for review. Alternatively, the Academic Senate can present items directly to the board for consideration. The board has delegated to the administration the task of ensuring policies are implemented on a continuing basis (IV.B.1.c).

IV.B.1.d

The institution or the

The board of trustees publishes its bylaws and policies on the district web site, specifying the board's size, duties,

governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.B.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IV.B.1.f

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.B.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented,

responsibilities, structure, and operating procedures. This information is revised as policies are updated. The size and composition of the board conforms to state law and applicable board policies (4.16). Board policy provides a clear delineation of various operational procedures and policies, including board responsibilities (4.17). The published agenda for each monthly board meeting explains meeting procedures and items for board discussion and approval. The board meets each December in an organizational meeting to plan member responsibilities and the calendar for future meetings (IV.B.1.d).

The board of trustees has clear and appropriate policies on how it conducts business. For example, the chancellor recommends new or revised policies to the board, which are then reviewed and approved. Recommendations typically receive the benefit of two readings prior to being voted upon for approval. Two readings provide sufficient time for review and input from all constituency groups. Currently, the board is in the middle of a major project of reviewing and updating all board policies and procedures. These new policies and procedures are available for viewing on the district web site. Board policy does provide a clear delineation of various operational procedures and policies, including board responsibilities (IV.B.1.e).

The board has four retreats/study sessions a year that are designed to be extended opportunities to discuss relevant topics of particular interest. Representative topics include facilities and fiscal planning. In addition, board members are represented at many college activities that may be used as informational opportunities. Although there have been no recent new board members, new board members would be provided with an orientation and professional development. Board elections are held in odd numbered years and are staggered so that no more than four members may be elected at one time. This method ensures board continuity of membership and a sense of history for the district (4.18) (IV.B.1.f).

The board of trustees reviews its performance at board retreats and conducts annual self-evaluations. The process for assessing the performance of the board of trustees is defined and published in board policies (4.16) (4.19) (4.20). Collectively, these board policies are effective mechanisms to evaluate the board's performance (IV.B.1.g).

and published in its policies or bylaws.

IV.B.1.h

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

The Board of Trustees' Code of Ethics was revised and approved in 2003 as Board Policy 2715 and available for view on the district's web page. Board Policy 2715 outlines the standards by which each member must pledge to abide during his or her term. However, the policy does not have a clearly defined policy for dealing with behavior that violates its code (4.16) (IV.B.1.h).

IV.B.1.i

The governing board is informed about and involved in the accreditation process.

The board of trustees is informed and involved in the accreditation process. The board is also informed and kept current on progress made from previous recommendations from the Accrediting Commission. The board receives regular reports from the accreditation liaison officer or college president with information on the accreditation process. The board reviews and provides input on documents regarding accreditation. The board approves the final self study report following lengthy and thorough review and analysis. Collectively, these board activities provide the board with appropriate insight as to how its actions affect planning and resources (IV.B.1.i).

IV.B.1.j

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the

The board of trustees is responsible for evaluating the district chancellor annually (4.14). The board delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions requiring administrative action. The board and the chancellor share responsibilities for hiring of and evaluations for administrative level positions. The search process for a chancellor and college president is outlined in board policy and administrative procedure (4.21) (4.22). Evaluation of the chancellor and college president is within Board Policy 210 (4.12). The board periodically updates or revises these and other board policies and relevant administrative procedures (4.15) (4.23) (4.24). The board delegates to the chancellor the responsibility of administering the policies adopted by the board, the delegation of those same duties to college staff, to reasonably interpret board policy, to perform his/her duties as outlined in the chancellor's job description, to ensure compliance with relevant laws and regulations, and to make available any information requested by the board (4.15). The college president is responsible to the chancellor to carry out the district policies and is the final authority at the college level (4.23).

operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The board of trustees establishes institutional policies and delegates responsibility to implement these evaluation policies. Each president carries out the policies of the board as well as the board's and chancellor's recommendations on a continuing basis. The philosophy of both the chancellor and the board of trustees has been in the direction of "providing the college's with local autonomy." The president is in the best position to determine how to exercise this on his/her campus most effectively (4.15) (4.23) (4.25) (4.26) (IV.B.1.j).

The current president has been with the district nineteen years and has served as president since July 2004, when he was selected as the interim president. He was selected for the permanent position in July 2005. The college president previous position was as the dean of student services (IV.B.2).

The college president provides effective leadership, working with and through appropriate faculty leadership, administrative, and support personnel to define goals and develop plans. The college's self-assessment includes goals and accomplishments are a component of the president's annual evaluation. The chancellor and board of trustees review the president's evaluation, as defined in board policy. The president is a standing member on many of the college-wide governance and decision-making processes and committees. Since the current president has been employed full time at the Lemoore site since 1986, the current president brings a tremendous amount of knowledge and history with him as he serves on college committees. The support of the president by the district's chancellor, board of trustees, faculty, and classified staff is self-evident. The president called for and participated in the preparation of the new mission and vision statements as well as the creation of institutional learning outcomes, all of which are part of the Strategic Master Plan. These were done during the spring and summer of 2005 with broad participation by staff, students, and the community. The college has not had time to review their effectiveness, so evaluation has not yet taken place (4.2) (IV.B.2.a).

IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

- *establishing a collegial process that sets of values, goals, and priorities;*
- *ensuring that evaluation planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

IV.B.2.c

The president assures the implementation of statutes, regulations, and governing board policies

The college president, in conjunction with administrators, faculty, classified staff, and community members, provides an established process that sets, prioritizes, and evaluates the Educational Master Plan and Facilities Master Plan, and ensures consistent implementation based on the data received from this ongoing process. Through its use of vocational advisory committees, President's Forums, and other similar presentations, the college participates in ongoing processes of internal and external evaluation in relationship to student learning outcomes and hiring practices. In conjunction with the Academic Senate, discussion has occurred that may establish a separate Student Learning Outcomes Committee under the direction of the Academic Senate and Curriculum Committee.

The district director on institutional effectiveness, planning, and web services serves as an ad hoc member of the President's Cabinet. The director of institutional effectiveness, planning, and web services provides information to the cabinet on student success, student satisfaction, course completion and retention, effectiveness of programs and services, and demographic information in order to provide effective planning.

The president ensures instructional and student service programs undergo periodic program review and the results are tied to program budgeting and staffing requests. The president attends the college's facilities meetings, which has broad based representation and identifies future facility needs for the college. The president works closely with the director of institutional effectiveness, planning, and web services to monitor and evaluate the effectiveness of college programs and services. One example of the importance the college and district place on effective services is the customer service benchmark study recently completed by CSU Fresno School of Business students. Students were selected to serve as "secret shoppers" to access the customer service satisfaction for the college's registration services. WHCL was rated highly when compared with neighboring colleges (4.27) (IV.B.2.b).

The president meets on a regularly scheduled basis with members of the President's Cabinet, the Planning and Governance Council, the Chancellor's Executive Committee, the District Council on Student Learning, the Academic

and assures that institutional practices are consistent with institutional mission and policies.

Senate president, and other college bodies to manage resources and to implement statutes, regulations, and board policies. Working closely with the campus administration, the Academic Senate, and the Student Government Association, the president assures college implementation of efficient resource management and budget policies, as well as the implementation of state and local regulations affecting the college. Through the use of administration, faculty, classified staff, and students, the college's organizational and master plans were established and are reviewed in the preparation of the Strategic Master Plan which was adopted in 2005; the Strategic Master Plan will be reviewed for possible modification every three years (4.28). Committee membership of all standing committees provides a solid cross-representation from all constituency groups (4.29). The college struggles to maintain adequate levels of participation on all with its various committees due to budget constraints and the college's small size (IV.B.2.c).

IV.B.2.d

The president effectively controls budget and expenditures.

A comprehensive budget process has been developed and approved as part of the college's participatory governance process. The college's Budget Allocation Committee provides oversight of this process. The budget is developed through a budget development and review process that is tied to the instructional areas and learning centers program review process. Based on the requested budget item and available funding, a prioritized list is developed and approved by the Budget Allocation Committee. All affected parties have input into the budget development process. With the budget development process being tied to program review, budgets can be developed in relationship to student learning outcomes, advisory committee recommendations, and the ongoing educational needs of the community. The Budget Allocation Committee's policies and procedures have been approved by the Academic Senate and the Planning and Governance Council (4.30).

Budgetary restraints at the state level have recently limited the growth potential at the WHCL campus. In addition, because WHCL has not yet been granted individual college status, state funds and grants have not been fully realized. The president supports staff in their efforts to obtain grants, develop partnerships, and otherwise seek external funding resources (4.31) (4.32) (IV.B.2.d).

IV.B.2.e

The president works and

The president works with the community through

communicates effectively with the communities served by the institution.

participation on various community related organizations and programs. The president is a member of the Executive Council of the Central Valley Higher Education Consortium, which includes California State University Fresno, Fresno Pacific University, the University of California at Merced, and area community colleges. The president is a member of the Lemoore Chamber of Commerce, the Lemoore Elementary Board of Trustees, and the Lemoore Kiwanis Club. He meets regularly with area school superintendents and principals as part of the chancellor's High School Superintendents Advisory Council. He is a member of the Kings County Schools Academic Decathlon planning committee. The president serves as a guest speaker for local service club meetings and encourages staff to promote college programs and services. He attends Kings County Economic Development Council meetings (IV.B.2.e).

IV.B.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

The WHCCD Board of Trustees is responsible for establishing policies to assure the quality, integrity, equity, and effectiveness of the student learning programs and services and the financial stability of the institution. In 2002 a chancellor was appointed for the district who also later established the Chancellor's Executive Cabinet, consisting of the chancellor, vice chancellor of business services, the two college presidents, and the director of human resources. The Chancellor's Executive Cabinet meets monthly to review, plan, coordinate, and provide direction for the operations of the colleges. The chancellor recently implemented a new council, the District Leadership Council which includes the college presidents and the presidents of the Academic Senates. This council has improved dialogue between the colleges and faculty for each campus. This council recently reviewed the new resource allocation model and the results of the district's strategic master planning document, which includes new district mission and vision statements (IV.B.3).

IV.B.3.a

The district/system clearly delineates and communicates the operational responsibilities and

Organizationally, the West Hills Community College District is comprised of the district office and two college campuses. The district office and the colleges have collective and individual areas of responsibility and are governed by internal and external policies such as legislative parameters, Educational Code parameters, Board of Trustees policies and

functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

procedures, administrative regulations, and current and past practices. The District Office was developed as a service center to assist the colleges as needed. District Office personnel physically come to the college campus for periodic meetings, to provide training, or to participate in college activities or events. The District/College mapping of functional lines of responsibility clearly delineates operational responsibilities of the district and colleges (4.26).

The board of trustees have approved an administrative procedure to clearly define the roles and responsibilities of the chancellor and the college presidents. The presidents at both colleges are given autonomy and authority to determine their administrative organization and staff, within parameters set by the district chancellor and is further supported by Board Policy 2431. It is the philosophy of both the chancellor and the board of trustees that local autonomy be provided to the colleges (4.23) (IV.B.3.a).

IV.B.3.b

The district/system provides effective services that support the colleges in their missions and functions.

A purpose of the District Office is to provide operational and logistical support and service to the colleges. In this effort, the District Office offers several support services to the colleges: business office services, marketing and public information, human resources, foundation services and grants, information technology services, learning resources, and research and planning. West Hills College Lemoore benefits from the support services directly and indirectly. The direct benefit is in the information requested by college personnel to conduct operations. The indirect benefit is access to services at no direct cost to the colleges. Without this access, the colleges would be required to provide for the services within their budgetary allocation, which would be more costly to the entire district and would result in a less efficient system. While some district services are delivered to the college in a timely manner and satisfactorily (e.g., information technology services, marketing), there is concern that some district services are delayed (4.4) (IV.B.3.b).

IV.B.3.c

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

The district provides support services consistently and equitably to both colleges; however, each college determines its operational and educational priorities. The district chancellor delegates all the daily operations and services to the college presidents (4.33). The district provides operational and logistical support to the colleges (4.26). Resource distribution to the colleges is directed by board

IV.B.3.d

The district/system effectively controls its expenditures.

policy (4.33). At the current time, WHC Lemoore generates 61 percent of the district's FTES revenues, but it receives only 35 percent in return (4.34) (IV.B.3.c).

The chancellor has overall responsibility and accountability for all operational aspects of the district, including resource management, budget, and expenditures. He consults regularly with the vice chancellor of business services, and the director of human resources on budget development, allocations, and expenditures. A financial report is submitted to the board of trustees each month. There is an annual audit conducted by an external accounting firm which consistently has proven positive. The chancellor and college presidents have shown exceptional vision and leadership in establishing long-term financial stability, land acquisition, site improvements, and Certificates of Participation. This vision and leadership is illustrated by the district growing almost 13% in FTES for 2004-2005. The district is able to maintain a board mandated 5% reserve for economic uncertainties. Sixty-three percent of faculty believe the college manages its resources effectively (4.4) (IV.B.3.d).

IV.B.3.e

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

The chancellor gives full responsibility and authority to the president to implement policies without interference (4.23). The chancellor provides guidance and support to the college president and attends college activities and meetings. He is extended an open invitation to attend events on campus when his schedule allows. The chancellor requires the college president to develop yearly goals that reflect priorities of the district and the advancement of the college. The chancellor allows the college president to provide input to the board of trustees as a regular agenda item at monthly board meetings (IV.B.3.e).

IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in

The district and the colleges use effective methods of communication and they generally exchange information in a timely manner although not consistently. There are various means of communication at all levels and committees function to assure that communication remains timely and accurate. At the district level, the chancellor utilizes monthly meetings with his Chancellor's Executive Cabinet to generate and disseminate educational and operational information and responsibilities. The presidents and the chancellor serve as liaisons between the colleges and the

a timely manner.

IV.B.3.g

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

board. Effective communication is vital for both colleges and they both utilize the technology infrastructure as well as conventional means like email, face-to-face contact, telephone, fax, websites, and videoconferencing. The minutes of board meetings are posted on the district's web site. The president communicates the actions taken by the board via his weekly email updates (4.8) (IV.B.3.f).

The college is committed to ongoing dialogue and self-reflection. The district has established and utilizes effective methods of communication and exchange of vital information to ensure that each college meets its educational goals and responsibilities. Documents, meeting minutes, manuals, announcements, and agendas are routinely posted in Public Folders. A weekly college calendar is published and posted in Public Folders, too. The college maintains dialogue to various committees, councils, and processes (IV.B.3.g).

Self Evaluation

West Hills College Lemoore meets this standard. The board of trustees has approved policy that delineates the role and authority of the chancellor and college presidents for the operation of the district and individual college campuses. The district organizational chart and the college organizational chart depict supervisory roles of district administrative personnel and college administrative personnel.

The West Hills Community College District Board of Trustees has established policies that assure the quality, integrity, and effectiveness of the operation of the district, which includes establishing procedures for budget approval and expenditures to assure fiscal stability. The board has established procedures to annually evaluate their effectiveness and the performance of the chancellor. The board has delegated to the chancellor the responsibility of assessing the performance of the college presidents.

Board members are elected at large; however, they represent trustee areas that equate to high school district boundaries within the district. The membership consists of seven members elected during odd number years and staggered so that no more than four members are elected at one time. The current board has been together since the last decade maintaining continuity and integrity. Some concern was expressed in recent surveys that board meetings may be difficult for the community to attend due to meeting times scheduled in the afternoon. However, the board does hold meetings at locations throughout the district at least once per year in order to provide access to students and community members in Lemoore and at the North District Center in Firebaugh. Board members frequently attend campus events and performances as a means of keeping informed about activities on campus.

The WHCCD Board of Trustees recently approved the district's revised mission and vision statements to reflect the emphasis on student learning. In addition, board policies are being updated and revised regularly and new policies are being approved as the district receives notification of new requirements. All board policies are reviewed by committees at each campus prior to being placed on the board agenda for approval allowing for broad based participation by all groups prior to policies receiving formal approval by the board. These policies, bylaws, and procedures are published and available on the district's website.

The board has been informed of the accreditation process from the beginning as WHCL has prepared its self study. The board received regular reports and updates at each of its board meetings from the college president or the accreditation liaison officer. Prior to final approval of the self study document, board members provided input and suggestions for each of the standards in the self study.

The college president has implemented an effective means of communication by his President's Forums, weekly email updates, participating on college committees and councils, and meeting with college groups and community organizations. As a means of strengthening the administrative organization, the president recently re-classified the dean of educational services position to vice

president and re-classified one of the associate deans of educational services to a full dean position. These changes better reflects current responsibilities of the positions and provide direct supervision to new instructional programs. The president has also developed a five year administrative structure to plan for future growth of the college as additional faculty and staff are hired.

The president relies on current research in the decision making process by including the director of institutional effectiveness, planning, and web services in president cabinet level meetings. Research and enrollment data are regularly reviewed and incorporated in the planning, evaluating, and resource allocation process. The new district budget allocation model will allow the college to provide more local control over how it allocates and plans for funding for college programs and services. The growth allocation model will provide incentives for the college to enhance their efforts to achieve additional FTES as long as appropriate state funding is maintained.

As the WHCCD transforms into a district with two colleges, some of the district level functions will need to be evaluated in order to assess if these functions should remain at the district level or shift to individual campuses. One such area, Library and Learning Resources, has already been moved to the campus with the vice president of educational services assuming responsibility for library and tutoring services. Other programs and services such as financial aid, admission and records, and curriculum management may need to be reviewed for appropriate location. The district is in the process of implementing a program review process for each of the district level functions in order to evaluate effectiveness and appropriateness of services provided to the colleges.

Planning Agendas

IV.A.1

West Hills College Lemoore will continue to improve participation of all groups in the recommendation and governance process.

IV.A.2

West Hills College Lemoore will continue to evaluate the college governance process to assess the effectiveness of its decision making as decisions and recommendations are tied to its identified institutional student outcomes.

IV.A.2.b	West Hills College Lemoore will explore means to improve the curriculum development process to include designating a campus curriculum secretary to maintain minutes, files, course outlines, in coordination with the district curriculum office.
IV.B.1.b	West Hills College Lemoore will continue to conduct training sessions and meetings to develop and refine student learning outcomes and assessments on all levels.
IV.B.1.h	The WHCCD Board of Trustees should develop a policy to deal with behavior that violates its code on the part of individual board members.
IV.B.3.b	The WHCCD will implement a district level program review process to evaluate the effectiveness of its services to the college.

Standard IV Document References

- 4.1 Strategic Planning Retreat
- 4.2 Planning and Governance Manual
- 4.3 Curriculum Committee forms
- 4.4 WASC Survey
- 4.5 Planning and Governance Meeting Agendas
- 4.6 Planning and Governance Committee Meeting Minutes
- 4.7 Flyers from the President's Forums
- 4.8 Weekly president update
- 4.9 Interdisciplinary Meeting Agendas
- 4.10 Interdisciplinary Meeting Minutes
- 4.11 Budget Allocation Committee Meeting Minutes
- 4.12 Board Policy 210
- 4.13 Board Policy 214
- 4.14 Chancellor's Evaluation Form
- 4.15 Board Policy 2430
- 4.16 Board Policy 2715
- 4.17 Board Policy 2310
- 4.18 Board Policy 2100
- 4.19 Board Policy 2304
- 4.20 Board Policy 2745
- 4.21 Board Policy 7120
- 4.22 Administrative Procedure 7120
- 4.23 Board Policy 2431
- 4.24 Board Policy 7250
- 4.25 Board Policy 3100
- 4.26 District delegation of functions
- 4.27 Secret shopper report
- 4.28 Strategic Master Plan
- 4.29 Standing Committees Membership List
- 4.30 Budget Development Process
- 4.31 WHCCD 2005-2006 Adopted Budget
- 4.32 Sample Partnership Agreements
- 4.33 Board Policy 6225
- 4.34 Board Minutes

Planning Summary

West Hills College Lemoore Report of the Institutional Self Study for Initial Accreditation Spring 2006

West Hills College Lemoore faculty, staff, administration, students, and community members, representing a broad cross-section of constituencies, have produced this self study report. Analysis and introspection has resulted in describing the overall practices, processes, and effectiveness of how the college conducts itself as an institution of higher learning, fully cognizant of the activities that need to be addressed. The college formally recognizes these areas of concern as planning agenda items following each standard as appropriate. The college will accomplish these planning agenda items over the short term.

Planning agenda items compiled within this report have similarities (themes) that are parallel with the goals listed in the college's Strategic Master Plan:

- 1) **Institutional Commitments**—to provide high quality educational programs and services consistent with the institutional and college mission by focusing on student learning.
- 2) **Evaluations, Planning, and Improvement**—is an ongoing process that includes goal setting, distribution of funding, facilities, and staffing, implementation, and reevaluation.
- 3) **Student Learning Outcomes**—demonstrates the college's effectiveness to produce and support student learning by developing student learning outcomes at the course, program, certificate, and degree level.
- 4) **Organization**—is demonstrated by having adequate staff, resources, and a shared governance decision-making process to identify and make public student learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements.
- 5) **Dialogue**—is open and honest participation in the college's process of self reflection based on reliable information about the college's programs and services, and evidence on how well the institution is meeting student needs.
- 6) **Institutional Integrity**—is demonstrated by concern with honesty, truthfulness, and the manner in which the college represents itself to all communities, internal and external.

During the next few months, the Planning and Governance Council will determine the appropriate and responsible group of staff, committees, and/or constituency groups needed to accomplish planning agenda items contained within this report. Further, it will be the responsibility of the Planning and Governance Committee to determine appropriate timeframes based upon the depth of each planning agenda item. Additional items pointed out within the self study as areas needing attention, but not identified as Planning Agenda items, will receive priority attention and be addressed with the appropriate college groups.

The six major themes resulting from this self study report are identified below with highlighted details.

Self Study Planning Agendas by Theme

Theme One: Institutional Commitments

West Hills College Lemoore has spent significant time contemplating its mission and vision statements. The institution feels that it has created a mission and vision statement that it can stand behind with conviction and purpose. Also, the college must accept the responsibility of ownership in regards to student learning by producing high quality educational programs and services.

- The college will develop a mechanism for better documenting the employment of students who have completed vocational or occupational programs.
- The college will revise the catalog to include the academic honesty policy once it has been adopted by the Academic Senate and the governing board.
- The college will initiate an online survey for all students to complete before registering for classes.
- The district will develop a district-wide safety plan.
- The college will move flex day and duty days from a district to a college level.

Theme Two: Evaluation, Planning, and Improvement

Effective evaluation, planning, and improvement must require commitment from the entire college staff and district office. Regular and thorough surveying, assessing, and evaluating must occur, which will result in better decision making. Any of the decisions made in this manner must be developed in congruence with all constituency groups and result in improving student learning.

- West Hills College Lemoore will continue to utilize and evaluate the program review process to ensure that all programs are consistent with the college's mission.
- The college will begin a yearly survey of staff and faculty diversity.
- The college will create a formal institutional assessment plan for learning support services.
- West Hills College Lemoore will continue to evaluate the college governance process to assess the effectiveness of its decision making as decisions and recommendations are tied to its identified institutional student outcomes.

Theme Three: Student Learning Outcomes

West Hills College Lemoore will continue to develop student learning outcomes in all aspects of operating a college that affect student learning. The college is committed to provide the necessary training in order to develop new student learning outcomes in

instructional and non-instructional areas. Further, the college will develop the necessary mechanisms to assess the effectiveness of student learning outcomes.

- The college will continue the implementation of student learning outcomes and assessment processes for courses and learning areas.
- The librarian will become more involved with the Curriculum Committee in adding information literacy to course outlines.
- The college will implement Datatel's Physical Plant Module to monitor work orders.
- West Hills College Lemoore will continue to conduct training sessions and meetings to develop and refine student learning outcomes and assessments on all levels.

Theme Four: Organization

Although West Hills College Lemoore has sufficient staff and resources to conduct business, improvements in regards to staff and processes can be made. Several of the planning agenda items are directed towards additional staff, while several others are directed towards processes. The college will need to tie these requests into more effective student learning, improving services to students, and/or improving the shared governance processes on campus.

- The college will implement a student learning outcome assessment cycle.
- The college will assign a full-time articulation officer or increase the assigned time for the current articulation officer.
- The college will hire a librarian for West Hills College Lemoore to allow Library/Learning Resource Center maintenance to be completed on a regular basis.
- The college will initiate a Library/Learning Resource Center guide to using the library's resources via Blackboard that can be taken by all students.
- West Hills College Lemoore will explore means to improve the curriculum development process to include designating a campus curriculum secretary to maintain minutes, files, course outlines, in coordination with the district curriculum office.

Theme Five: Dialogue

Communication among colleagues must be honest and open to be effective. Conducting regular and purposeful meetings illustrates to college personnel that time is precious and efficiency is important. Self reflection, whether it is in the form of program review or accreditation, should be supported by reliable information on how well the institution is meeting student needs.

- The college will review its mission statement every three years to ensure that the needs of the students are being met as the college grows and expands

- West Hills College Lemoore will monitor the frequency of vocational advisory board meetings and the relevancy of information discussed.
- The college will monitor student success in transfer to four-year schools, professional programs, and employment.
- The college will provide online and bilingual orientation, counseling, testing, and guidance services to new and continuing students.
- The college will hold monthly budget meetings.
- West Hills College Lemoore will continue to improve participation of all groups in the recommendation and governance process.
- The WHCCD will implement a district level program review process to evaluate the effectiveness of its services to the college.

Theme Six: Institutional Integrity

Led by the WHCCD Board of Trustees, information provided to the community must be honest and truthful. The college president is also an important spokesperson for the institution and must accept the responsibility of communicating with off-campus requests on matters of college quality and student learning.

- The president will work with the director of marketing at the district level to develop an annual report to communicate matters of quality assurance to the community.
- The college will begin to develop a system of accountability to allow community members to get database passwords or to check out materials.
- The WHCCD Board of Trustees should develop a policy to deal with behavior that violates its code on the part of individual board members.

Self Study Planning Agendas by Standard

Standard One: Institutional Mission and Effectiveness

- The college will review its mission statement every three years to ensure that the needs of the students are being met as the college grows and expands
- The president will work with the director of marketing Office at the district level to develop an annual report to communicate matters of quality assurance to the community.
- The college will implement a student learning outcome assessment cycle.

Standard Two: Student Learning Programs and Services

- West Hills College Lemoore will monitor the frequency of vocational advisory board meetings and the relevancy of information discussed.

- West Hills College Lemoore will continue to utilize and evaluate the program review process to ensure that all programs are consistent with the college's mission.
- The college will monitor student success in transfer to four-year schools, professional programs, and employment.
- The college will continue the implementation of student learning outcomes and assessment processes for courses and learning areas.
- The college will develop a mechanism for better documenting the employment of students who have completed vocational or occupational programs.
- The college will assign a full-time articulation officer or increase the assigned time for the current articulation officer.
- The college will revise the catalog to include the academic honesty policy once it has been adopted by the Academic Senate and the governing board.
- The college will initiate an online survey for all students to complete before registering for classes.
- The college will begin a yearly survey of staff and faculty diversity.
- The college will provide online and bilingual orientation, counseling, testing, and guidance services to new and continuing students.
- The college will hire a librarian for West Hills College Lemoore to allow Library/Learning Resource Center maintenance to be completed on a regular basis.
- The college will initiate a Library/Learning Resource Center guide to using the library's resources via Blackboard that can be taken by all students.
- The librarian will become more involved with the Curriculum Committee in adding information literacy to course outlines.
- The college will begin to develop a system of accountability to allow community members to get database passwords or to check out materials.
- The district will develop a district-wide safety plan.
- The college will create a formal institutional assessment plan for learning support services.

Standard Three: Resources

- The college will move flex day and duty days from a district to a college level.
- The college will implement Datatel's Physical Plant Module to monitor work orders.
- The college will hold monthly budget meetings.

Standard Four: Leadership and Governance

- West Hills College Lemoore will continue to improve participation of all groups in the recommendation and governance process.
- West Hills College Lemoore will continue to evaluate the college governance process to assess the effectiveness of its decision making as decisions and recommendations are tied to its identified institutional student outcomes.

- West Hills College Lemoore will explore means to improve the curriculum development process to include designating a campus curriculum secretary to maintain minutes, files, course outlines, in coordination with the district curriculum office.
- West Hills College Lemoore will continue to conduct training sessions and meetings to develop and refine student learning outcomes and assessments on all levels.
- The WHCCD Board of Trustees should develop a policy to deal with behavior that violates its code on the part of individual board members.
- The WHCCD will implement a district level program review process to evaluate the effectiveness of its services to the college.

Acronyms/Abbreviations

The following acronyms/abbreviations have been used within this document:

- AA**—Associate of Arts
- AB**—Assembly Bill
- ABC**—Area Budget Committee
- ACCJC**—Accrediting Commission for Community and Junior Colleges
- ACRL**—Association of College and Research Libraries
- ACT**—American College Testing
- ADA**—Americans with Disabilities Act
- AOJ**—Administration of Justice
- AS**—Associate of Science
- AVVID**—Audio Voice Video

- BA**—Bachelor’s of Art
- BOG**—California Community College Board of Governors
- BS**—Bachelor’s of Science
- BUS**—Business

- CA**—California
- CAMP**—College Assistance Migrant Program
- CAN**—Common Articulation Number
- CCCCO**—California Community College Chancellor’s Office
- CCLC**—Community College Library Consortium
- CCLCCC**—Council of Chief Librarians of California Community Colleges
- CCLEAR**—Community College Library Electronic Access Resources
- CELSA**—Combined English Language Skills Assessment
- CIO**—Chief Instructional Officer
- CIS**—Computer Information Systems
- CLEP**—College Level Examination Program
- COP**—Certificates of Deposit
- CPEC**—California Postsecondary Education Commission
- CPOST**—Correctional Peace Officers Standards and Training
- CSEA**—California School Employee Association
- CSSO**—Chief Student Services Officer
- CSU**—California State University
- CTA**—California Teacher’s Association
- CTEP**—College Test of English Placement
- CVC**—California Virtual Campus

- DLC**—District Leadership Council
- DSPS**—Disabled Students Program and Services
- DTS**—Data Transfer Service

EDD—Educational Doctorate
EOPS—Equal Opportunity Program and Services
ESL—English as a Second Language
ETS—Educational Talent Search

FA—Fall
FAFSA—Free Application for Federal Student Aid
FTES—Full Time Equivalent Student
FY—Fiscal Year

GED—General Education Development
GPA—Grade Point Average

HRCM—Hotel, Restaurant, and Casino Management

IGETC—Intersegmental General Education Transfer Curriculum
IMPAC—Intersegmental Major Preparation Articulated Curriculum
IMS—Instructional Media Services
IPEDS—Integrated Postsecondary Education Data System
ITS—Information Technology Services

JPA—Joint Powers Agreement

KART—Kings Area Regional Transit
KCC—Kings County Center

L/LRC—Library/Learning Resource Center
LNAS—Lemoore Naval Air Station
LVN—Licensed Vocational Nurse

M&O—Maintenance and Operations
MDTP—Math Diagnostic Testing Project
MECHA—Movimiento Estudiantil Chicano de Aztlan
MOU—Memorandum of Understanding

NA—Not Applicable
NAS—Naval Air Station
NASL—Naval Air Station Lemoore
NCTE—National Council of Teachers of English
NISOD—National Institute for Staff & Organizational Development

PC&LAN—Personal Computer and Local Area Network
PGC—Planning and Governance Council
PHD—Doctorate in Philosophy
POST—Peace Officers Standards and Training

RN—Registered Nurse
RSP—Remedial Skills Program

SAN—Storage Area Network
SGA—Student Government Association
SIFE—Students in Free Enterprise
SLC—Student Learning Committee
SLO—Student Learning Outcomes
SP—Spring

TAT—Technology Advisory Team
TRANS—Tax and Revenue Anticipation Notes

UBMS—Upward Bound Math and Science
UC—University of California

VTEA—Vocational Technical Education Act

WAN—Wide Area Network
WASC—Western Association of Schools and Colleges
WHC—West Hills College
WHCC—West Hills College Coalinga
WHCCD—West Hills Community College District
WHCD—West Hills College District Office
WHCIST—West Hills Customer Information Support Team
WHCL—West Hills College Lemoore
WSCH—Weekly Student Contact Hours

