



**In Support of an Application for
Reaffirmation of Accreditation**

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

July 2023

Certification

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

From: Mr. James L. Preston
West Hills College Lemoore
555 College Avenue, Lemoore, CA 93245

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

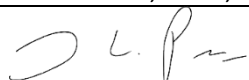
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



Kristin Clark, Ed.D., Chancellor, West Hills Community College District

06/27/2023



James Preston, President, West Hills College Lemoore

06/27/2023



Mark McKean, Governing Board President, West Hills Community College District

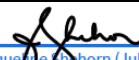
06/27/2023



[Elmer Aguilar \(Jul 20, 2023 12:35 PDT\)](#)

Elmer Aguilar, Vice President of Student Services, West Hills College Lemoore

07/20/2023



[Jacqueline Shehorn \(Jul 21, 2023 08:45 PDT\)](#)

Jacqueline Shehorn, Academic Senate President, West Hills College Lemoore

07/21/2023



[Joshua Simon \(Jul 21, 2023 10:36 PDT\)](#)

Student Government President, West Hills College Lemoore

07/21/2023



David Gejeian, WHCFA President, West Hills Community College District

07/21/2023



Darrien Alexander, CSEA Chapter 429 President, West Hills Community College District

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Lourdes Hernandez, CSEA Chapter 429 Campus Vice President, West Hills College Lemoore

07/21/2023

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A. Introduction

This section provides an overview of West Hills College Lemoore, including its mission, vision, and goals; history; service area profile; and student profile. Where relevant, student data is disaggregated by the various populations served by West Hills College Lemoore.

Mission, Vision, and Goals

Mission

West Hills College Lemoore is dedicated to student learning and achievement by providing quality programs, pathways, and services that lead to certificates, associate degrees, transfer, and employment. Our college serves a diverse community who seek a cost-effective, relevant, and engaging educational experience. We are committed to ensuring accessibility for all students and aim to cultivate an inclusive, equitable, and collegial climate.

Vision

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

Goals

Goal 1: Increase the number of course sections, certificates, and degrees identified as Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) with Open Educational Resources across all disciplines.

Goal 2: Implement innovative, high-touch, and flexible teaching practices and student support services that are responsive to and focused on the collective needs of our stakeholders.

Goal 3: Streamline policies, practices, and procedures to strengthen the Guided Pathways components with an emphasis on the “Get Strong” component for our diverse student population.

College History

West Hills College Lemoore is part of the West Hills Community College District. The district began serving students in the Lemoore and Avenal communities in 1962. While classes were offered as early as 1964 in Lemoore, a classroom and office were built in 1981 on land purchased from the city and named the Kings County Center. In the early 1990s, the California Postsecondary Education Commission designated West Hills College as the community college provider to the Hanford and Armona areas. In 1998, approximately 107 acres of land was donated by the Pedersen-Semas families for the building of a full-fledged campus in Lemoore. WHCL earned college status from the Board of Governors in 2001 and opened in 2002. The college earned accreditation in 2006 and became the 109th community college in California.

In 2008, Measure E was passed in Lemoore, providing \$31 million in funding for several planned new buildings. The state-of-the-art Golden Eagle Arena opened in 2011 and a 23,000 square foot Student Union opened in 2017. The college serves a number of communities in Kings and Fresno County including Avenal, Lemoore, Hanford, Riverdale, and Stratford.

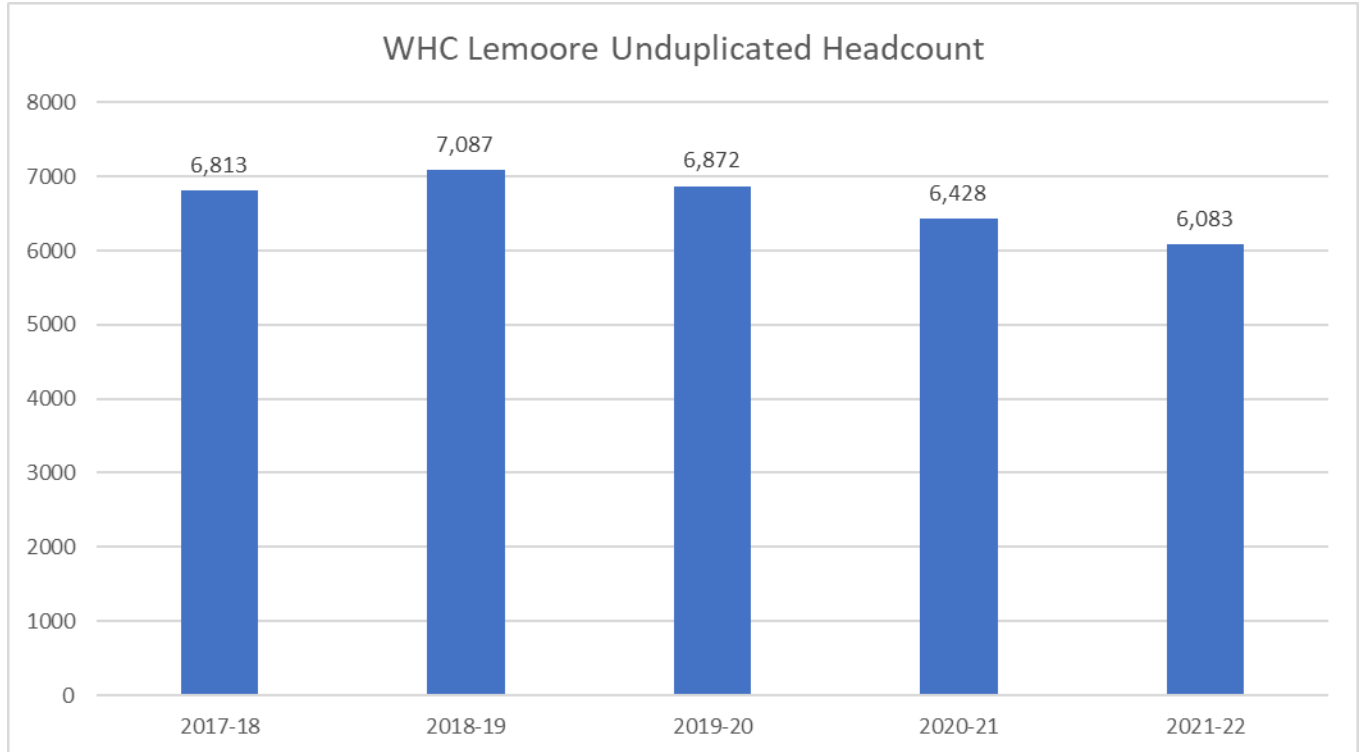
Student Enrollment Data

The charts and tables below include a summary of the student populations served by West Hills College Lemoore, including disaggregations by race/ethnicity, gender, age, and first-generation status. West Hills College Lemoore is proud of its diverse student population and is a federally recognized

Hispanic Serving Institution (HSI).

West Hills College Lemoore serves 6,000 to 7,000 students annually. Enrollment peaked in 2018-19. Mirroring statewide and national trends, enrollment has declined in the past several years, largely due to the impact of the Covid-19 pandemic.

Student Profile: Unduplicated Headcount Overall



Student Profile: Student Segments

West Hills College Lemoore serves a diverse student population which includes three distinct student segments with unique goals and support needs:

- **Open Admission Students** - This group makes up the core of WHC Lemoore’s student population and includes both traditional aged college students as well as older, post-traditional, students. Students from this population may be taking classes at the WHC Lemoore campus, online, or a combination of the two.
- **High School Dual Enrollment Students** - referred to throughout this document simply as “Dual Enrollment”. This group includes students enrolled in college classes offered on high school campuses during regular high school hours part of College and Career Access Partnership (CCAP) agreements with high school districts in the service area, as well as “concurrent enrollment” students, typically enrolling in a limited number of classes outside of high school hours. Students in this category
- **Kings Rehab Students** - Students enrolled in one or more NC-140-series (non-credit) courses at the Kings Rehabilitation Center. These courses are offered through an Instructional Services Agreement between the Kings Rehabilitation Center and WHC Lemoore and provide life and occupational skills to students with intellectual and other disabilities, serving approximately

250-300 students annually.

The following sections focus on one or more of these student segments where the distinction is applicable.

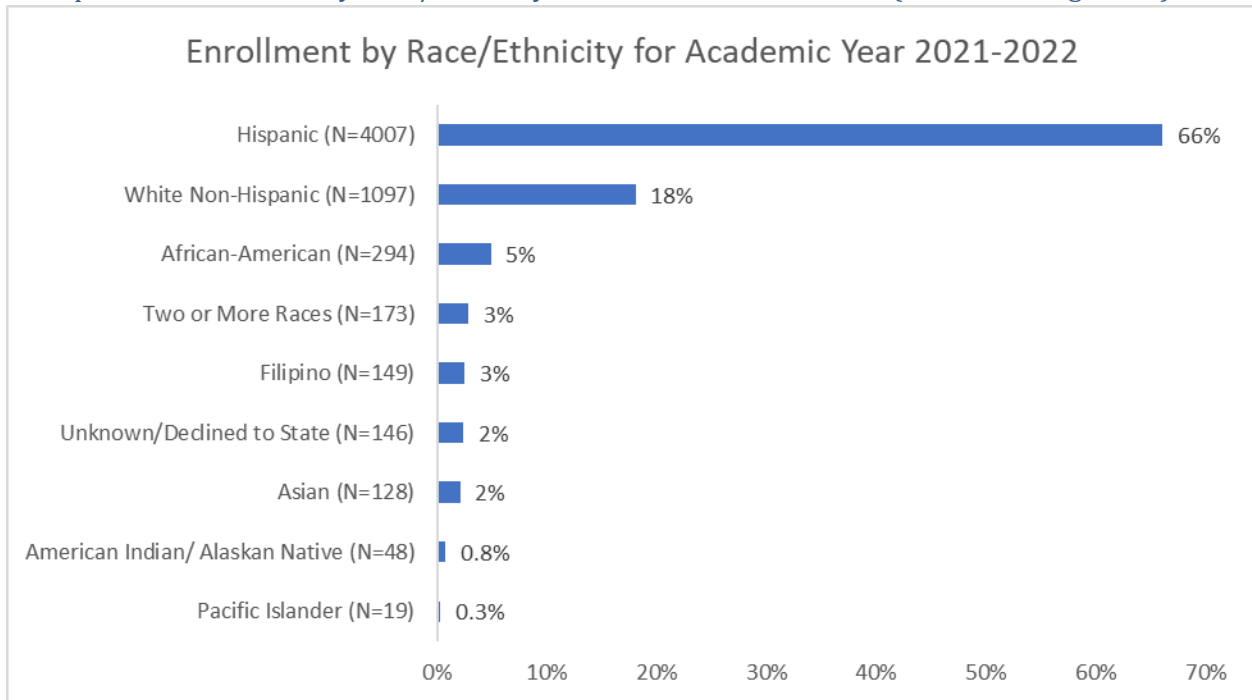
College Unduplicated Headcount Overall and Percentage of Unduplicated Headcount by Student Segment for Academic Years 2017-18 through 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22
WHCL Total Unduplicated Headcount	6,813	7,087	6,872	6,428	6,083
Dual Enrollment	12.5%	12.0%	12.3%	15.0%	19.3%
Kings Rehab	3.1%	3.8%	4.3%	3.8%	4.8%
Open Admission	84.3%	84.2%	83.4%	81.3%	76.0%

Student Profile: Race/Ethnicity

Hispanic/Latinx students make up the largest, and growing, segment of the student population at 66%. White students make up the next largest group at 18%, down from 22% in 2017-18.

Unduplicated Headcount by Race/Ethnicity in Academic Year 2021-22 (all student segments)

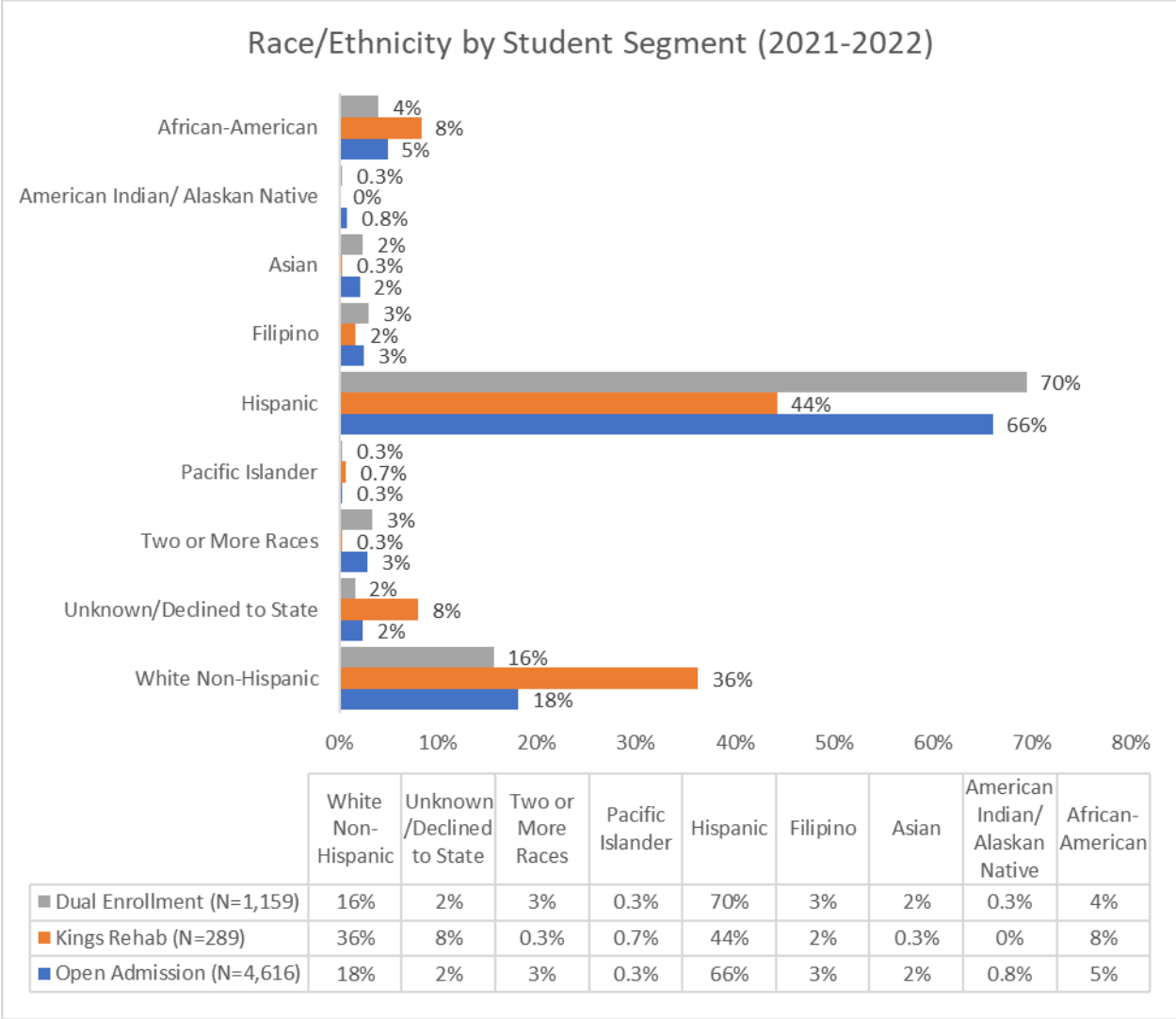


Unduplicated Headcount by Race/Ethnicity (all student segments)

Disaggregation	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	6,811	7,086	6,872	6,428	6,061
African-American	5%	5%	5%	5%	5%
American Indian/ Alaskan Native	0.8%	0.8%	0.8%	0.8%	0.8%

Asian	3%	3%	3%	3%	2%
Filipino	2%	3%	2%	3%	3%
Hispanic	63%	62%	64%	65%	66%
Pacific Islander	0.3%	0.2%	0.5%	0.4%	0.3%
Two or More Races	3%	3%	3%	3%	3%
Unknown/Declined to State	2%	2%	3%	3%	2%
White Non-Hispanic	22%	21%	19%	19%	18%

Unduplicated Headcount by Race/Ethnicity for Student Segments in Academic Year 2021-22



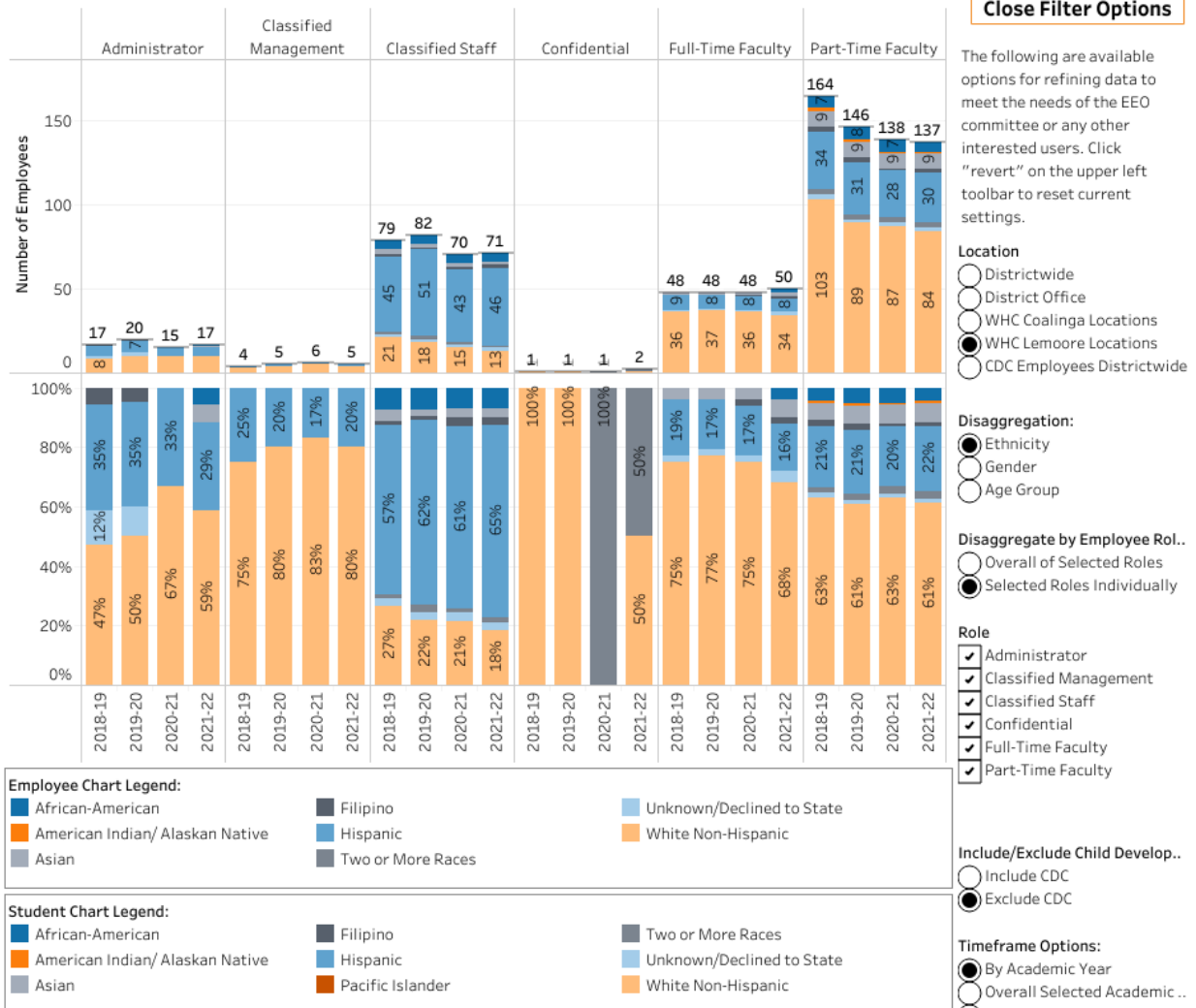
Comparison of Student and Employee Race/Ethnicity

Employee demographics vary considerably between job classifications, with the majority of administration, management, and faculty identifying as White, Non-Hispanic. This varies considerably from classified employees, where more than 60% identify as Hispanic/Latinx, matching the student population much more closely.

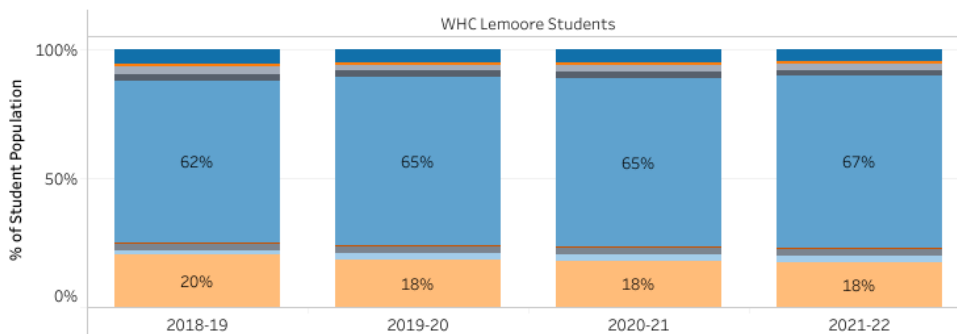
West Hills Employee Demographics: WHC Lemoore Locations by Ethnicity



Academic Years in Selection: 2018-19, 2019-20, 2020-21 and 1 more



Student Population Benchmark for Ethnicity



Data last refreshed at 6/13/2022 10:25:09 AM

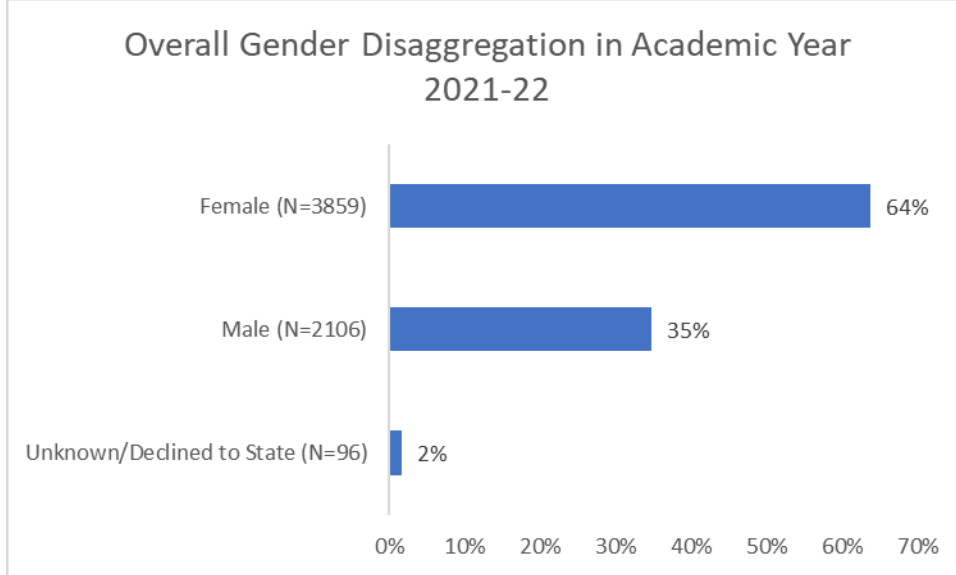
Click button to export employee or student data as a crosstab. CSV is recommended.

Screenshot from WHCCD EEO Committee Dashboard

Student Profile: Gender

The majority of WHC Lemoore’s student population is female, with more than 60% of the student body identifying as female.

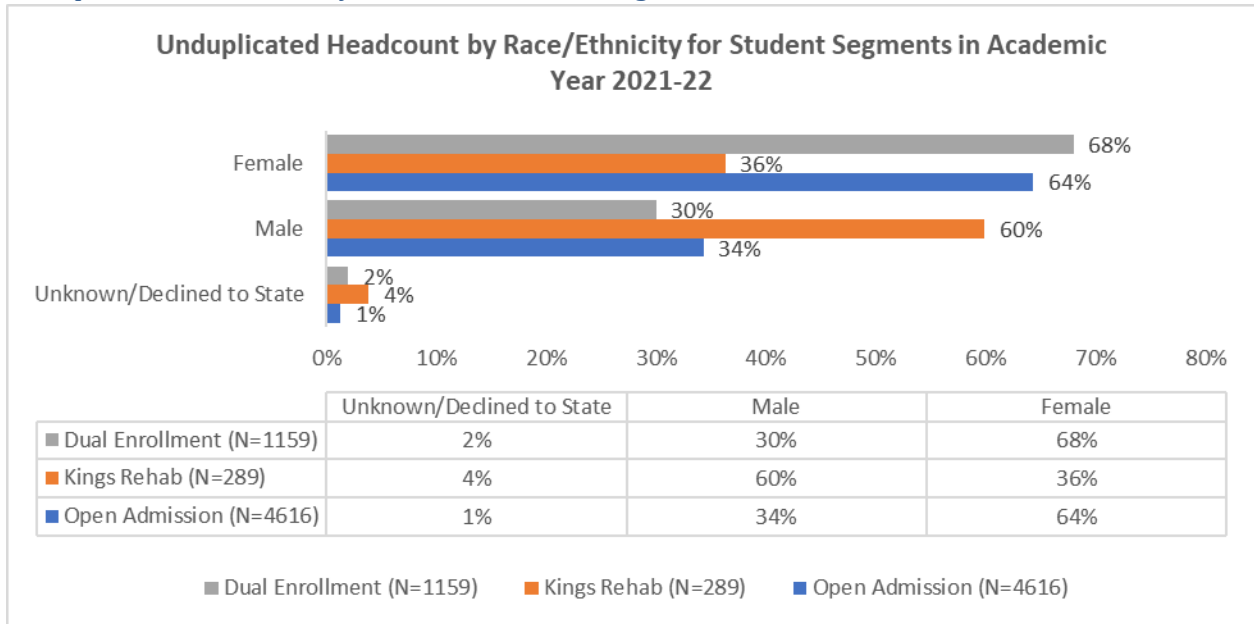
Unduplicated Headcount by Gender in Academic Year 2021-22 (all student segments)



Unduplicated Headcount by Gender

Gender	2017-18	2018-19	2019-20	2020-21	2021-22
Student Total: Overall	6,811	7,086	6,872	6,428	6,061
Female	61%	61%	62%	65%	64%
Male	37%	37%	36%	33%	35%
Unknown/Declined to State	2%	2%	2%	2%	2%

Unduplicated Headcount by Gender for Student Segments in Academic Year 2021-22



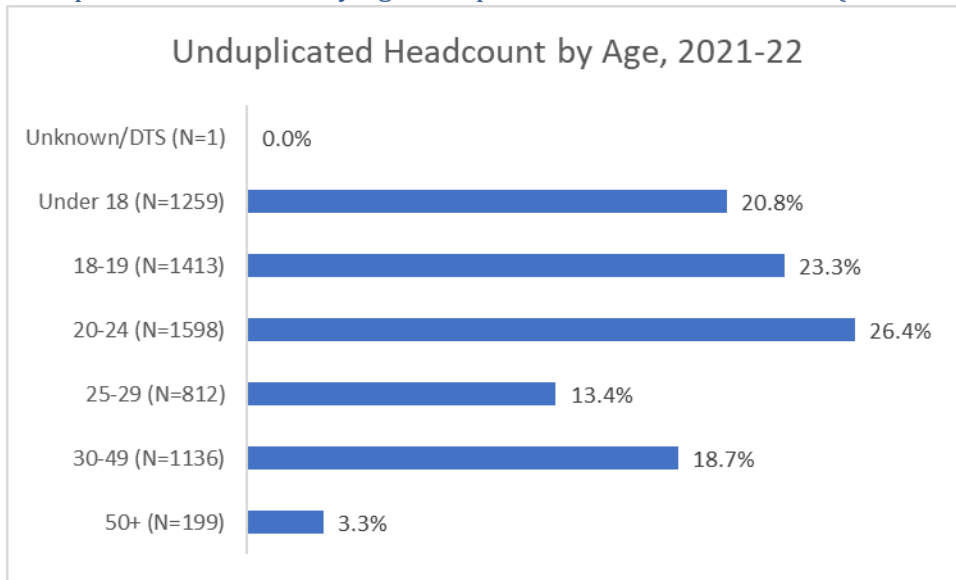
Student Profile: Age

The proportion of students in the 30-49 age category has grown slightly from 17% in 2017-18 to almost 19% in 2021-22. At the same time, younger categories, from 18 to 24 have decreased slightly.

While their share of overall enrollment has declined slightly in the last several years, traditional, college-aged students (ages of 18 to 24) make up the bulk of WHC Lemoore’s student population.

At the same time, the proportion of students under the age of 18 (typically high school dual enrollment students) has increased from 15% in 2017-18 to 21% in 2021-22, accounting for over 1,200 students in that year.

Unduplicated Headcount by Age Group in Academic Year 2021-22 (all student segments)



Unduplicated Headcount by Age Group (all student segments)

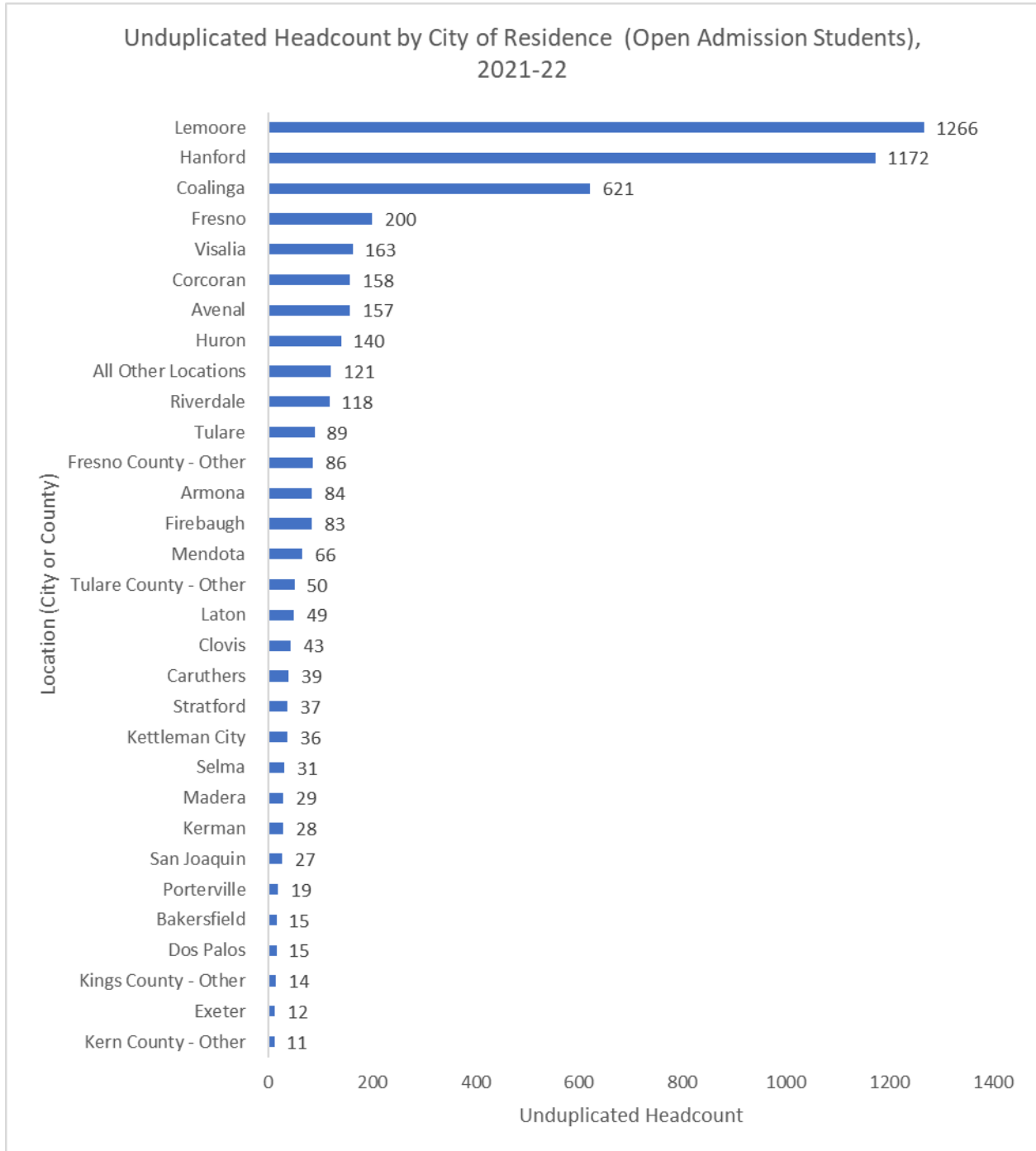
	2017-18	2018-19	2019-20	2020-21	2021-22
Student Total: Overall	6,811	7,086	6,872	6,428	6,061
Under 18	15.4%	15.0%	14.7%	16.9%	20.8%
18-19	25.7%	25.1%	26.2%	23.8%	23.3%
20-24	31.7%	31.2%	31.6%	28.7%	26.4%
25-29	15.1%	14.8%	13.9%	14.5%	13.4%
30-49	16.7%	17.6%	17.9%	19.4%	18.7%
50+	2.9%	3.1%	3.3%	2.5%	3.3%

Student Profile: Headcount by City of Residence

While the majority of WHC Lemoore's Open Admission students come from the communities of Lemoore and Hanford, students enroll in WHC Lemoore from throughout the service area and beyond, including substantial numbers of students from larger, nearby population centers such as Fresno and Visalia.

WHC Lemoore enrolls a significant number of students from Coalinga (621 in academic year 2021-22), home to WHCL's sister college, West Hills College Coalinga. Typically, these are students who are enrolled primarily at WHC Coalinga, but who are taking one or more classes offered through WHC Lemoore, either in person or online.

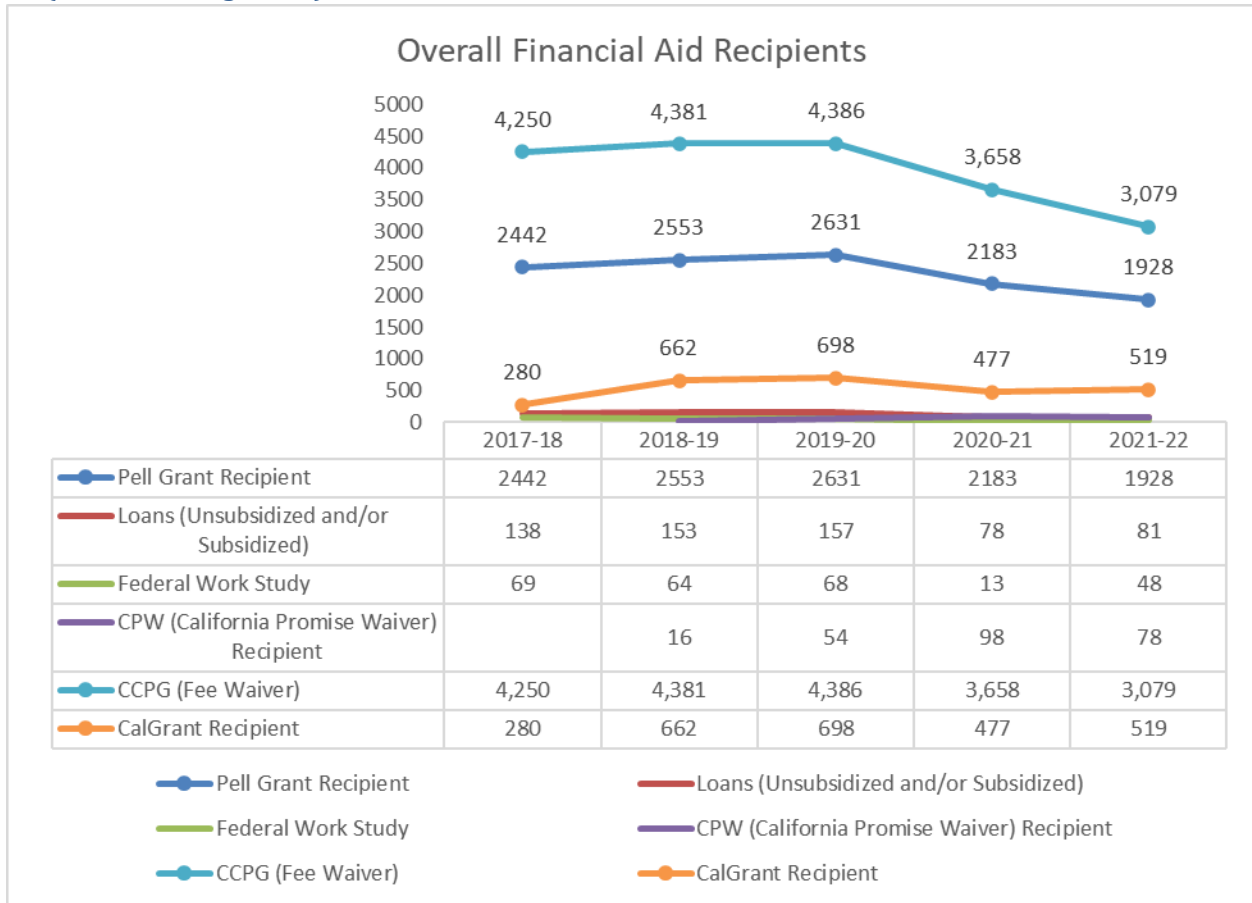
Unduplicated Headcount by City of Residence in Academic Year 2021-22 (Open Admissions Students)



Student Profile: Students Receiving Financial Aid by Award Type

A majority of WHC Lemoore’s students receive some sort of financial aid. Most notably, 51% of enrolled students (N=3,079) received the California College Promise Grant in 2021-22, with 32% (N=1,928) receiving a Federal Pell grant. Student loans make up only a small portion of financial aid at WHC Lemoore, with less than 2% of enrolled students in 2020-21 (N=81) receiving federal student loans. Overall, the past two years have seen a decline in the number of students receiving Pell and CCPG (California College Promise Grant – Fee Waiver) since its high point in 2019-20.

Unduplicated Headcounts by Financial Aid Received in Academic Year for 2017-18 through 2021-22 (all student segments)

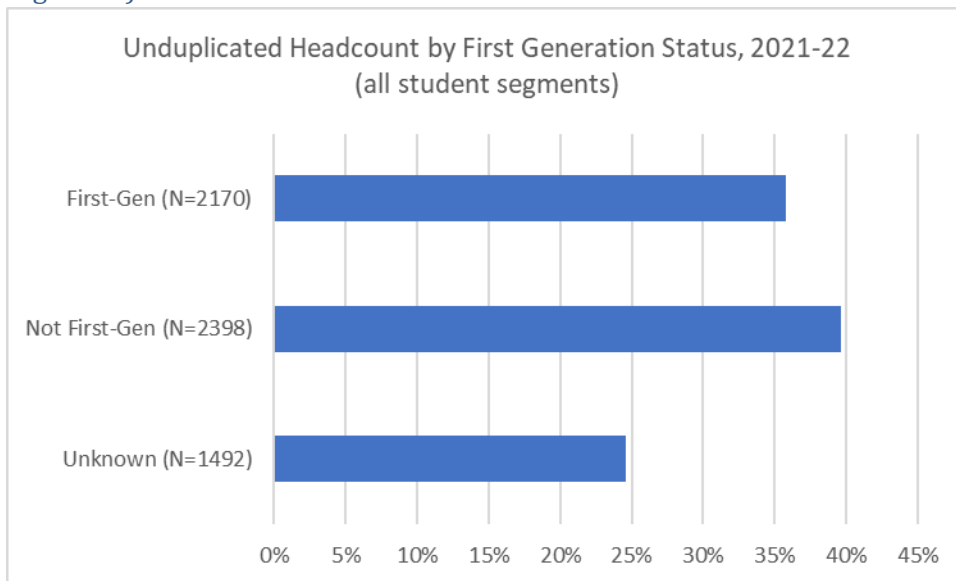


Note: The categories on the table above are not mutually exclusive as students often receive multiple forms of financial aid.

Student Profile: First Generation Status

First generation students, those whose parent(s) and/or guardian(s) highest level of education does not include having attended college, has remained very consistent across the past five years, accounting for slightly over a third of the student population. A significant portion of students are classified as unknown due to the unavailability of data on one or both parents/guardians.

Unduplicated Headcount by First Generation Status in Academic Year 2021-22 (all student segments)

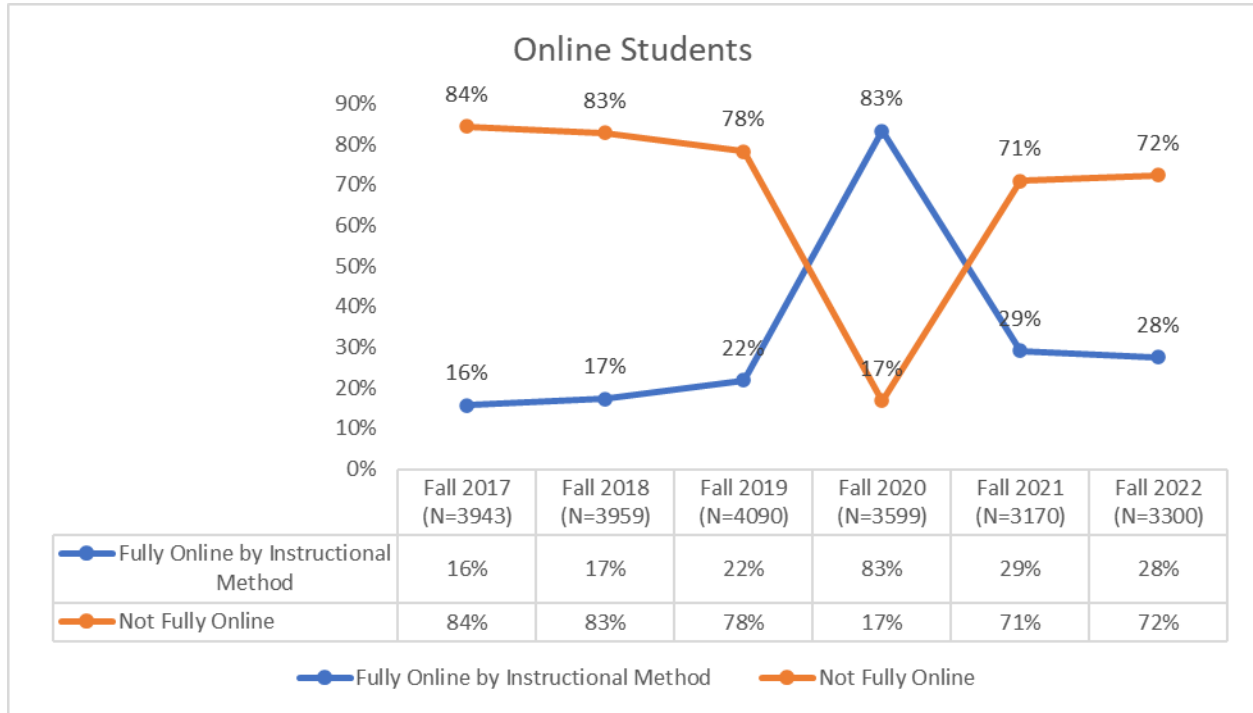


Student Profile: Enrollment Patterns

Fully Online Students

Due to the necessity of online and remote instruction during the Covid-19 Pandemic, the proportion of students taking 100% of their classes online in Fall 2020 was approximately four times that of prior fall semesters. With the widespread return to on-campus instruction in 2021-22, this percentage declined by 50% percentage-points, but the proportion of fully online students still remains roughly 6-10% higher than in the years prior to the pandemic.

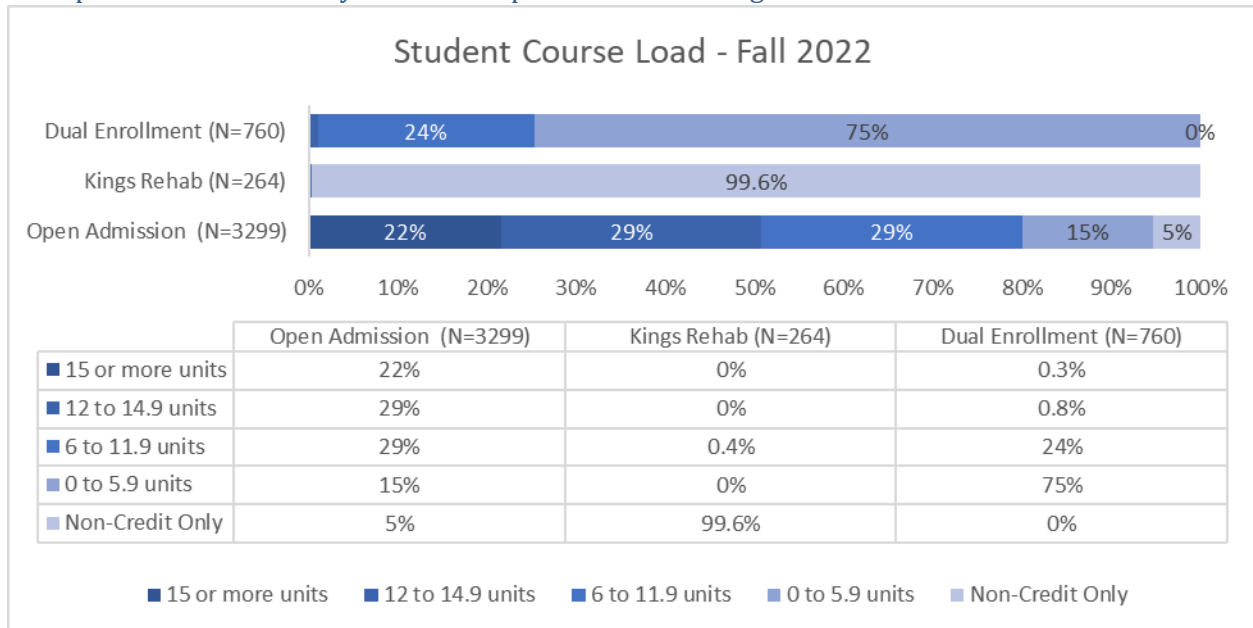
Unduplicated Headcount Enrolled 100% in Online Sections for Fall Semesters (all student segments)



Units Attempted

In Fall 2022, 51% of open admission students were enrolled full-time (12 or more units attempted). Dual Enrollment students are most likely to be classified as part-time, with 75% taking fewer than 6 units. With a few exceptions, students enrolled through Kings Rehab are exclusively enrolled in non-credit courses.

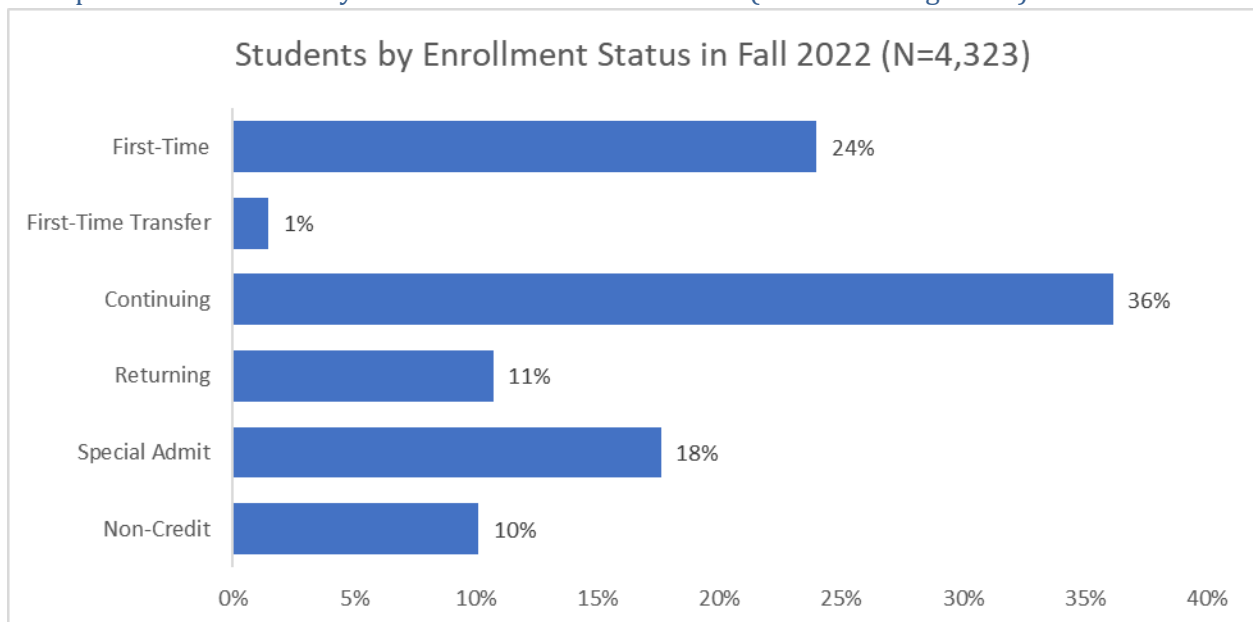
Unduplicated Headcount by Units Attempted for Student Segments in Fall 2022



Enrollment Status

Enrollment status, while redefined more broadly into student segments, provides another level of granularity to students' academic journeys, particularly for open admission students. Of students enrolled in Fall 2022, 24% were first-time (first college enrolled after high school), 1% first-time with transfer credits from another institution, 36% were continuing from the prior primary semester (spring 2021), and 11% were returning students (previously enrolled students who stopped out for one or more primary semesters). Of the students that were non-credit only in Fall 2022, 61% were identified as Kings Rehabilitation Students with the remaining students enrolled in other non-credit offerings such as GED Preparation and non-credit ESL. Special Admit (Dual Enrollment) students, accounted for 18% of WHC Lemoore's Fall 2022 headcount.

Unduplicated Headcount by Enrollment Status in Fall 2022 (all student segments)

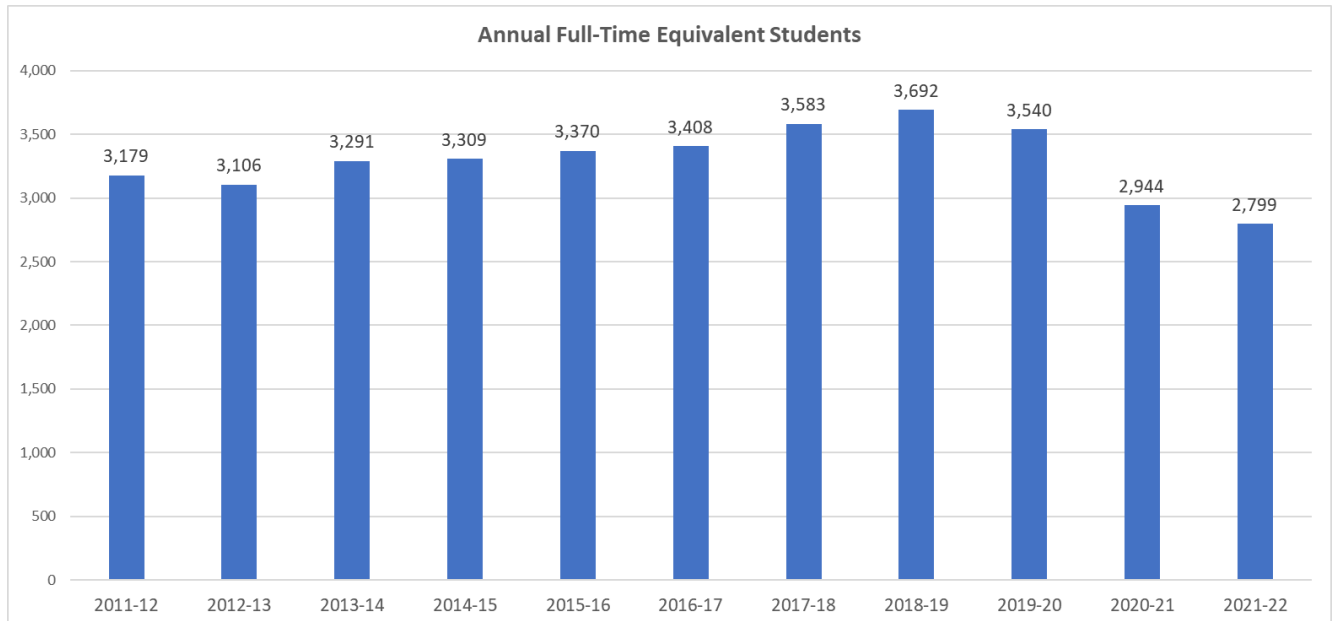


Enrollment and Full-Time Equivalent Students (FTES)

Full-Time Equivalent Students (FTES) provide a convenient, standardized measure of student enrollment. FTES is based on 525 hours of in-class time—the equivalent to a student enrolled in 15 units of lecture classes for two semesters. FTES also tie directly to the college’s fiscal position as approximately 70% of districts’ funding under California’s Student Centered Funding Formula (SCFF) is based on FTES. The remainder is based on counts of students receiving financial aid and certain milestones such as math and English completion and degree and certificate completion. Enrollments (duplicated headcount), while correlated with FTES, provides a simple count of the number of seats filled in classes at census. This is particularly helpful when disaggregating by dimensions of course offerings such as modality, course subject, and/or the three subpopulations by admissions type.

FTES for WHC Lemoore peaked during the 2018-19 academic year at 3,692 FTES. As a result of the Covid-19 Pandemic and associated enrollment challenges, this total has declined to 2,799 in 2021-22. During this time, the largest drop in FTES has occurred among students taking at least a portion of their courses on campus (down nearly 1,000 FTES from 2018-19), while the FTES generated from fully online students has increased to 560 in 2021-22. In the past six years, FTES generated by High School Special Admissions Students (Dual Enrollment) has doubled from 94 in 2015-16 to 215 in 2021-22.

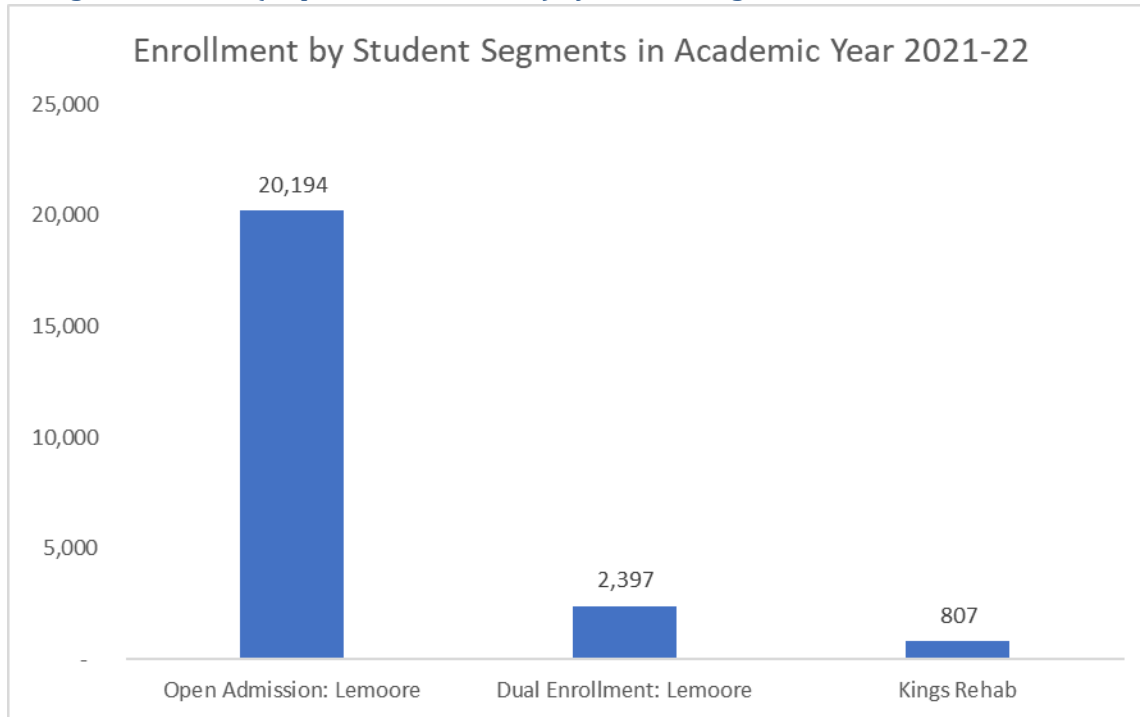
FTES Overall



Enrollment by Student Segment

While overall enrollment at WHC Lemoore has declined in the past several years, dropping by roughly 6,500 annual enrollments, open admission students continue to make up by far the largest portion of enrollments at WHC Lemoore (20,194 in 2021-22), outnumbering dual enrollment (2,397) by nearly a factor of ten.

College Enrollment (Duplicated Headcount) by Student Segment for Academic Year 2021-22



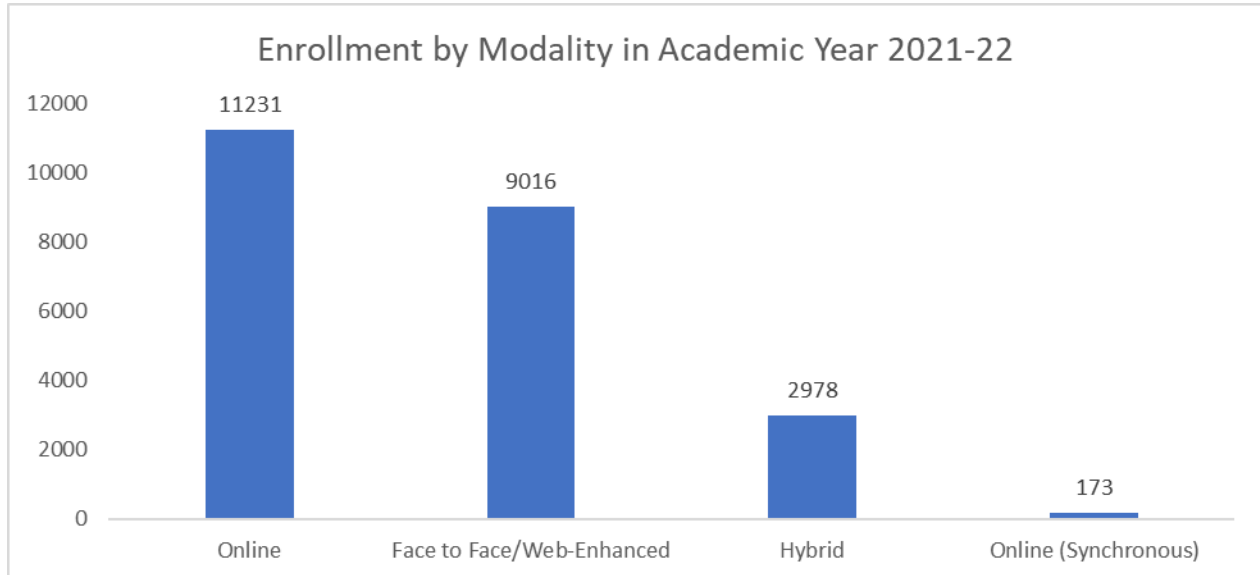
College Enrollment (Duplicated Headcount) Overall and by Student Segment for Academic Years 2017-18 through 2021-22

Student Segments	2017-18	2018-19	2019-20	2020-21	2021-22
WHCL Total Duplicated Headcount	29,421	29,092	28,783	24,423	23,398
Dual Enrollment: Lemoore	1,989	1,868	1,818	1,957	2,397
Kings Rehab	666	755	875	251	807
Open Admission: Lemoore	26,766	26,469	26,090	22,215	20,194

Enrollment by Modality

Changing trends in student preferences as well as the nationwide decline in college enrollment post-pandemic is especially apparent when examining enrollment by modality (instructional method). Overall, WHCL had 34% higher enrollment (duplicated headcount) in online classes in 2021-22 compared to 2017-18. This represents a considerable decrease from the prior year's high of over 18,000 online enrollments, when the pandemic forced the vast majority of instruction online. While the 2021-22 year represented a return to in-person instruction, the number of face-to-face enrollments was less than half the number of face to face enrollments four years prior. At the same time, enrollment in hybrid classes nearly doubled to 2,978 enrollments in 2021-22.

College Enrollment (Duplicated Headcount) by Modality for Academic Year 2021-22 (all student segments)



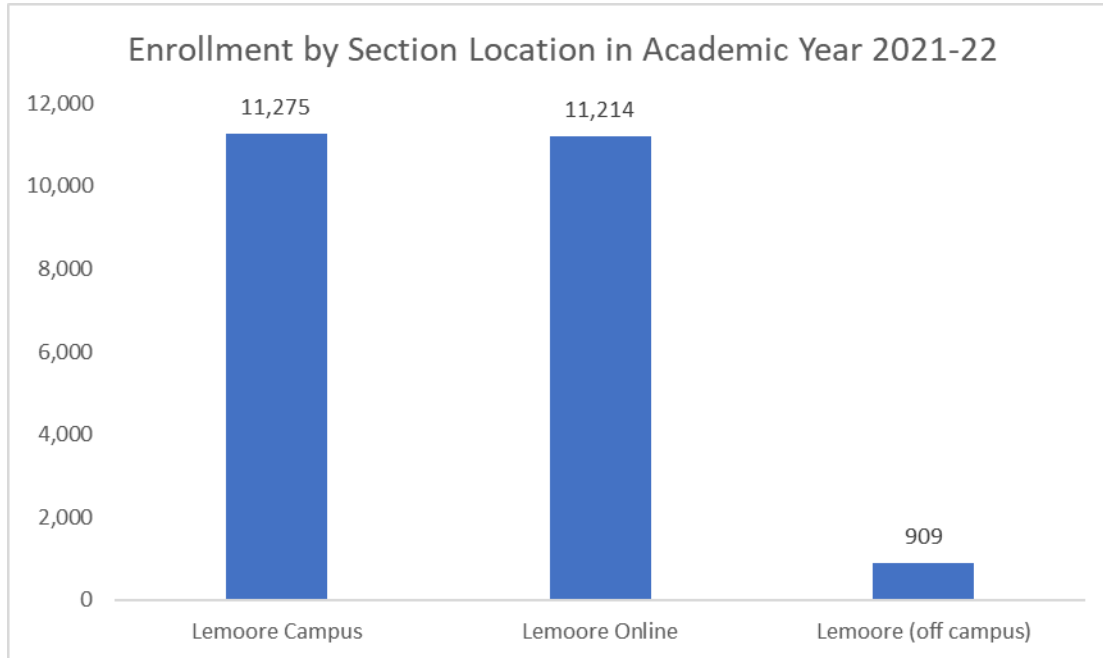
College Enrollment (Duplicated Headcount) by Modality (all student segments)

Modality	2017-18	2018-19	2019-20	2020-21	2021-22
Overall	29,421	29,092	28,783	24,423	23,398
Online	8,351	9,688	10,600	18,247	11,231
Face to Face/Web-Enhanced	19,424	17,537	16,466	2,252	9,016
Hybrid	1,646	1,867	1,705	687	2,978
Online (Synchronous)	-	-	-	3,237	173
Other	-	-	12	-	-

Enrollment by Section Location

The section location indicates the scheduled location for the college’s offering. The number of section locations for WHCL has become concentrated around Lemoore Campus (offerings with any in-person meetings on campus), Lemoore Online (fully online offerings), and Lemoore (off campus) (offerings scheduled for specific student segments such those at the Kings Rehabilitation Center and offering at high school locations intended for Dual Enrollment). In academic year 2021-22, overall enrollment in Lemoore Campus (11,275) and Lemoore Online (11,214) section locations are nearly at parity but Lemoore Campus enrollment had not recovered to the pre-pandemic levels of approximately 18,500 to 19,900.

College Enrollment (Duplicated Headcount) by Section Location for Academic Year 2021-22 (all student segments)



College Enrollment (Duplicated Headcount) by Section Location (all student segments)

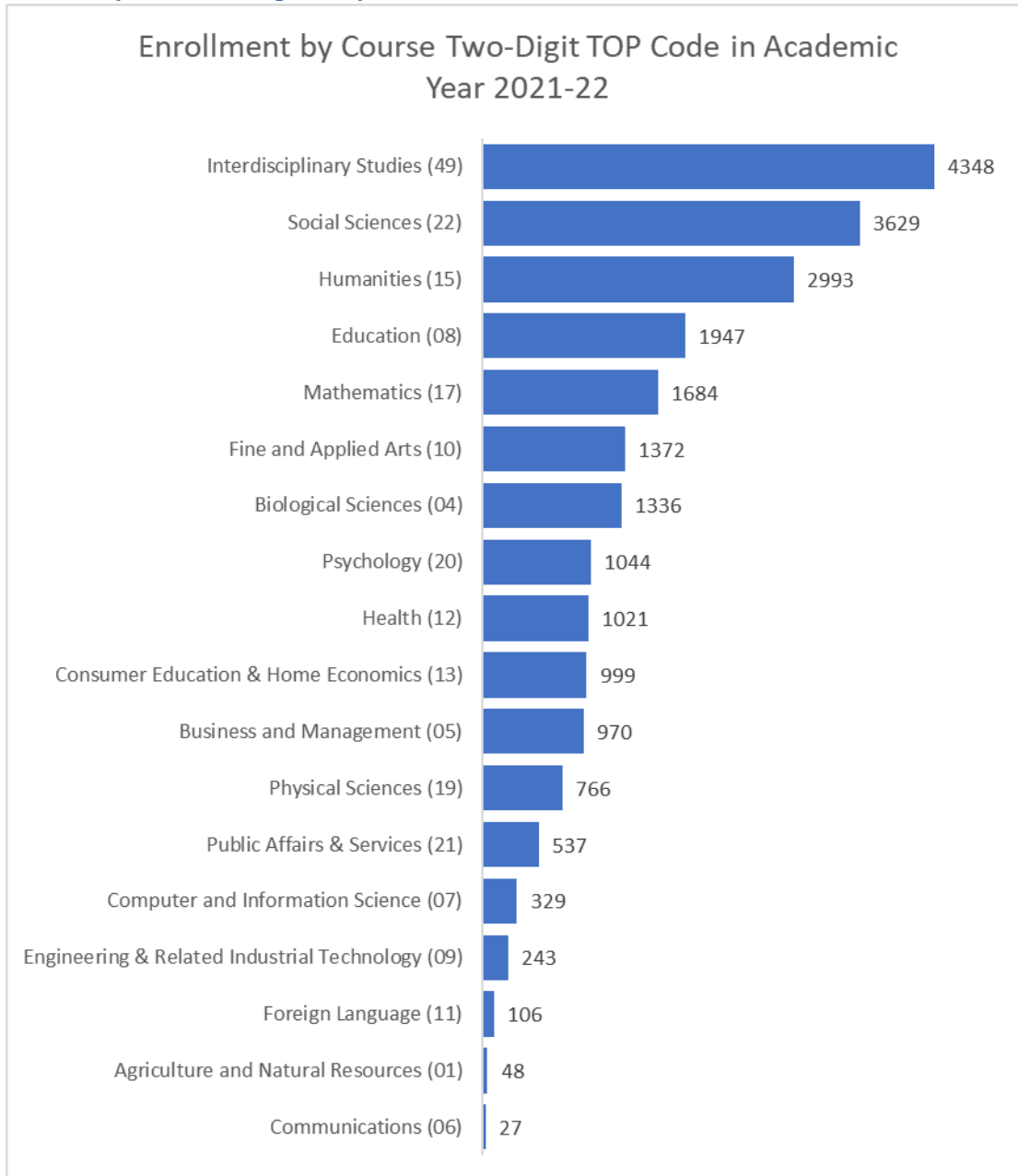
Enrollment Location	2017-18	2018-19	2019-20	2020-21	2021-22
Overall WHCL Enrollments	29,421	29,092	28,783	24,423	23,398
Avenal	273	-	-	-	-
Coalinga Campus	18	15	-	-	-
Corcoran High School	21	-	-	-	-
Huron	13	-	-	-	-
Laton High School	23	-	-	-	-
Lemoore (off campus)	724	841	1,099	362	909
Lemoore Campus	19,956	18,543	17,191	8,053	11,275
Lemoore Online	8,393	9,656	10,493	16,008	11,214
Naval Air Station Center		37	-	-	-

Enrollment by Discipline (Two-Digit TOP Code)

When college enrollment (duplicated headcount) is disaggregated by discipline (using two-digit TOP Codes), Interdisciplinary Studies is the highest enrolled subset of courses at 4,348 enrollments. This classification encompasses a variety of courses including NC-100 (Supervised Tutoring, 1,692 enrollments), STUDEV-001 (College Success, 716 enrollments), NC-140B (Community Living Skills, 382 enrollments), and STUDEV-003 (Career Exploration, 318). The second most enrolled discipline is Social Sciences at 3,629 enrollments. Courses under this TOP2 discipline include POLISCI-001 (American Government, 681 enrollments), SOC-002 (Critical Thinking and Social Problems, 474 enrollments), SOC-001 (Introduction to Sociology, 417 enrollments), and HIST-017A (History of the U.S., 1492-1877, 374 enrollments). Additional information on classifications under Taxonomy of Program (TOP) codes can

be found in the [California Community Colleges TOP Code Manual](#).

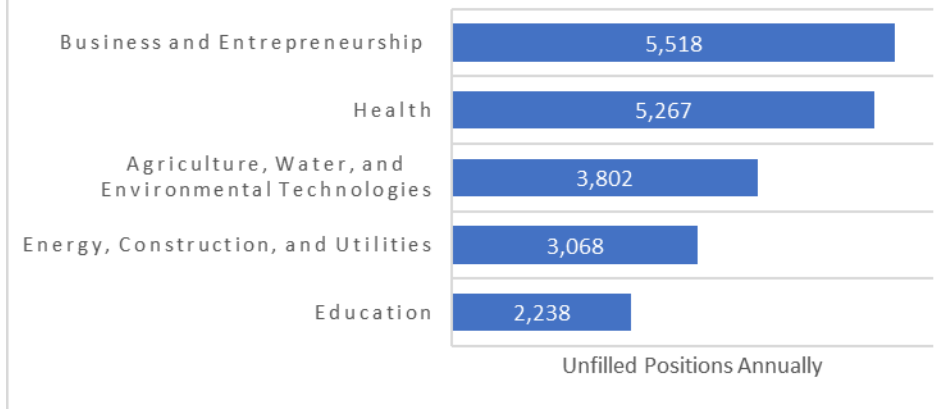
College Enrollment (Duplicated Headcount) by Course Two-Digit TOP Code for Academic Year 2021-22 (all student segments)



Labor Market Data

The labor market clusters in the identified region with the highest unmet annual demand are Business and Entrepreneurship (5,518 unfilled jobs), Health, Agricultural, Energy, and Education.

Labor Market Sectors in the Region With the Highest Unmet Annual Demand

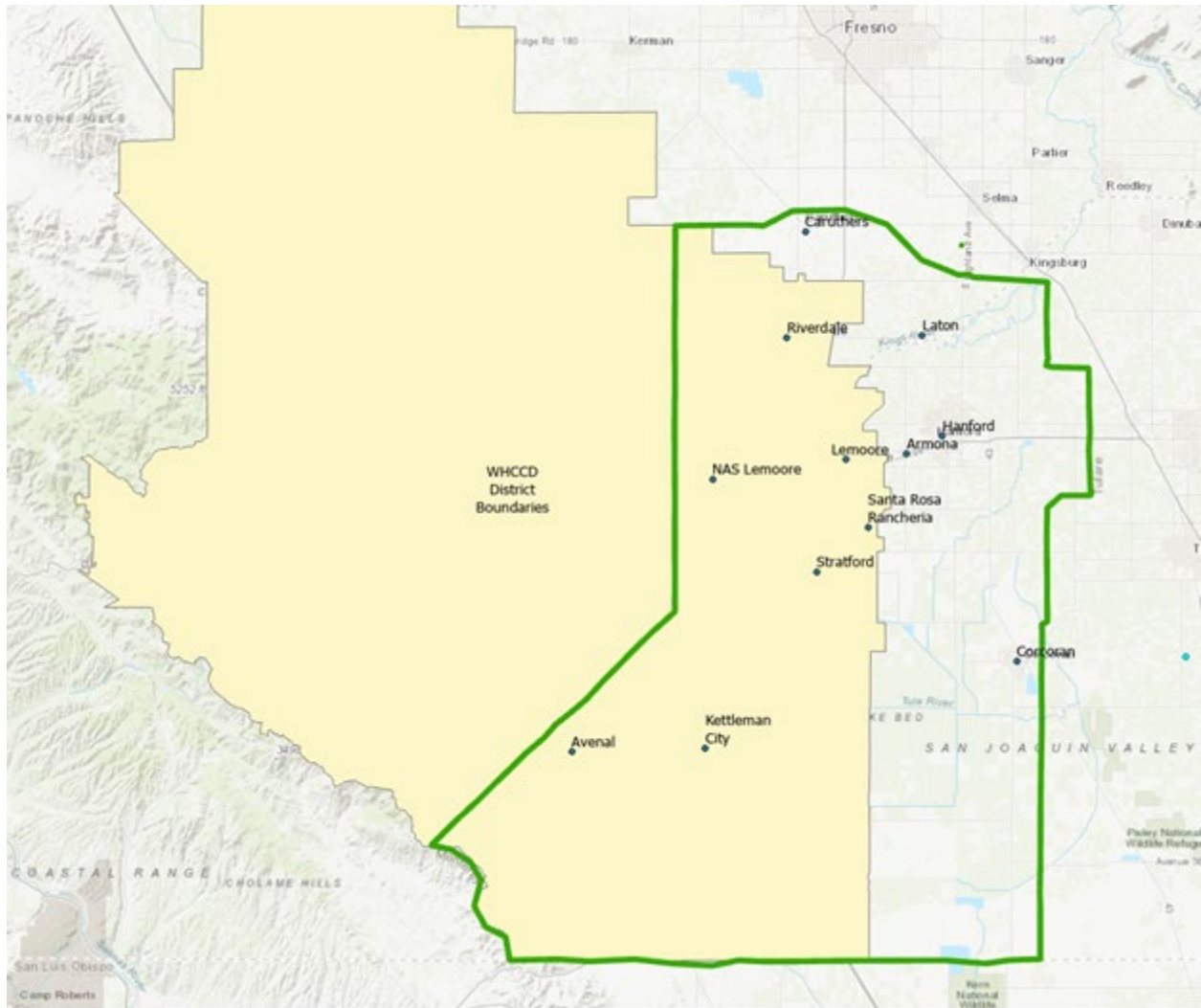


Labor Market Data for the WHC Lemoore Education Master Plan was generated by the Central Valley/Mother Lode regional office for the Centers of Excellence for Labor Market Research (<https://coeccc.net/region/central-california/>) in June 2022. The full report, covering labor market demand for Kings, Fresno, and Tulare Counties is available at: <https://www.westhillcollege.com/district/departments/institutional-effectiveness/reports/documents/lmi-kings-fresno-tulare-co-whc-lemoore-coe-june-2022.pdf>

Demographic Data

The geographic area and communities served by the college, defined for the purposes of the 2023-2032 Education Master Plan as the West Hills College Lemoore Service Area, covers an area of 1,631 square miles and includes all of Kings County as well as portions of southern Fresno County, including the communities of Avenal, Kettleman City, Stratford, Corcoran, Lemoore, Naval Air Station (NAS) Lemoore, Armona, Hanford, Laton, Riverdale, and Caruthers. While a large portion of this area falls outside of the West Hills Community College District Boundaries (Hanford, Armona, Corcoran, Laton, Caruthers), a significant number of West Hills College Lemoore students come from these communities.

WHC Lemoore Service Area with West Hills District Boundaries



Service Area Race/Ethnicity by City/Census Designated Place (CDP)

WHC Lemoore serves a diverse service area, where the majority of the population identifies as Hispanic/Latinx. The two largest cities in the service area, Lemoore and Hanford, range between 46 – 52% Hispanic/Latinx while most smaller communities are 60% or higher Hispanic/Latinx and typically higher than the county-wide and state-wide percentage.

Locale	Total Population	Hispanic / Latinx	White	Black / African American	American Indian / Alaska Native	Asian	Pacific Islander	Other Race	Two or More Races
WHC Lemoore Service Area	175,090	57.7%	29.2%	5.7%	0.8%	3.7%	0.2%	0.4%	2.2%
Armona CDP	4,409	70.3%	23.4%	2.1%	0.5%	1.8%	0.2%	0%	1.6%

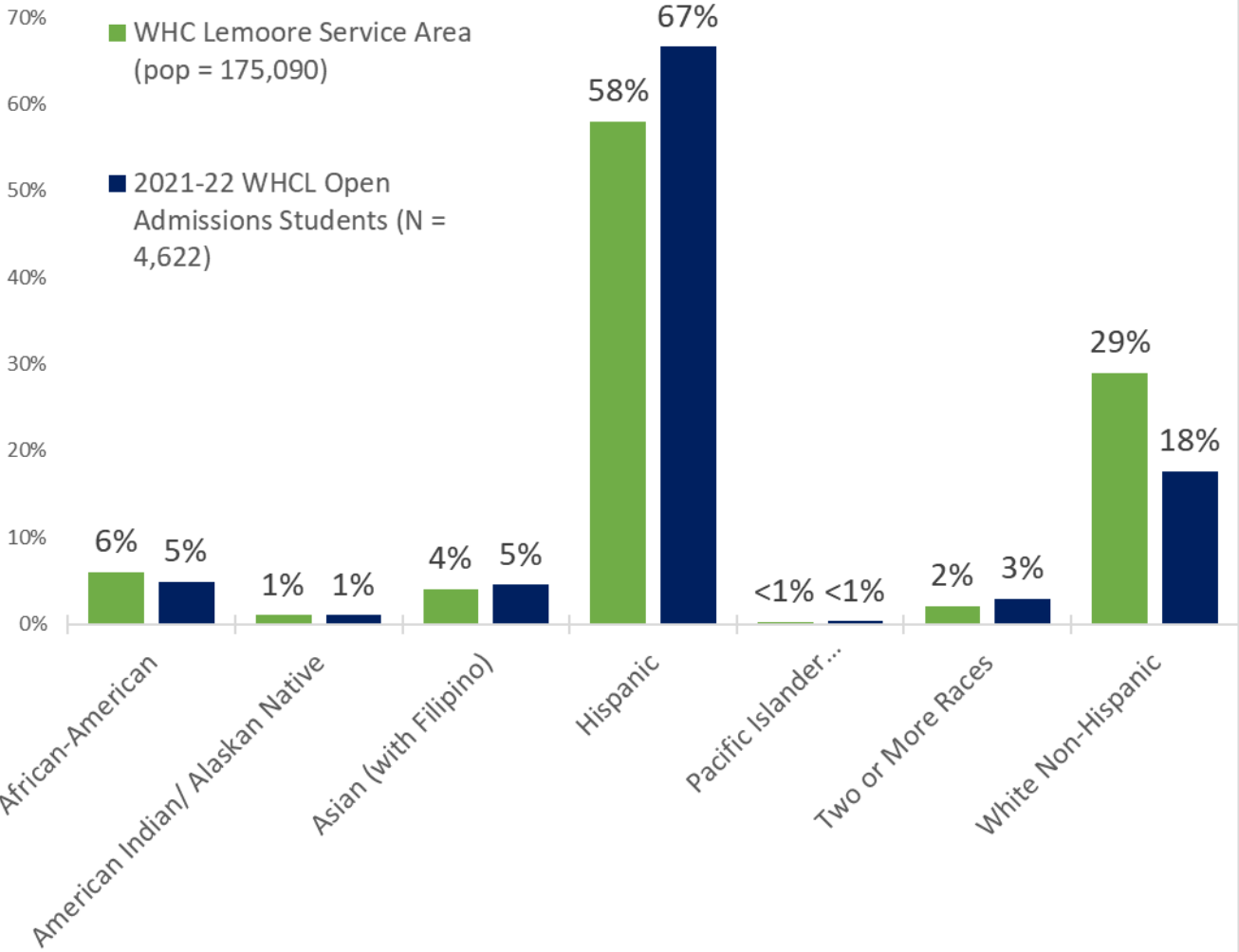
Locale	Total Population	Hispanic / Latinx	White	Black / African American	American Indian / Alaska Native	Asian	Pacific Islander	Other Race	Two or More Races
Avenal City	13,047	81.6%	9.5%	6.6%	0.4%	0.6%	0%	0.8%	0.4%
Caruthers CDP	2,798	69.7%	19.4%	0.1%	0.1%	9.2%	0%	0.2%	1.4%
Coalinga City	16,140	59.3%	28.7%	7.2%	0.6%	2.6%	0.2%	0.3%	1.1%
Corcoran City	23,673	68.6%	14.8%	13.3%	0.5%	0.7%	0.1%	1.3%	0.6%
Grangeville CDP	520	38.5%	54.6%	3.1%	1.3%	1.7%	0%	0%	0.8%
Hanford City	60,869	52.4%	35.3%	4.4%	0.6%	4.3%	0.1%	0.3%	2.5%
Home Garden CDP	1,617	67.4%	13.4%	12.9%	1.4%	2.8%	0.2%	0%	1.9%
Kettleman City CDP	1,491	94.6%	4%	0.1%	0%	0.3%	0.2%	0%	0.8%
Laton CDP	1,918	83.6%	15.4%	0.2%	0.2%	0.2%	0%	0%	0.5%
Lemoore City	27,078	45.9%	34.8%	6.3%	0.9%	7.5%	0.5%	0.2%	4%
Lemoore Station CDP	7,248	23.3%	50.5%	10%	0.7%	7.5%	0.9%	0.2%	6.8%
Riverdale CDP	3,432	73.5%	22.2%	0.9%	0.4%	0.8%	0.2%	0.1%	1.8%
Stratford CDP	1,323	87.2%	10.3%	0.8%	0.2%	1.1%	0%	0.2%	0.2%
Fresno County	1,010,443	54.5%	27.6%	4.6%	0.6%	10.3%	0.1%	0.2%	2.1%
Kings County	159,109	56.2%	30.1%	6.2%	0.9%	3.7%	0.2%	0.5%	2.3%
California	39,476,705	40%	35.5%	5.5%	0.4%	15%	0.4%	0.2%	3.1%

Notes: CDP indicates a “Census Designated Place.” Datasource is ESRI 2021 Population Data.

Service Area to Student Race/Ethnicity

In most cases, service area demographics closely mirror those of WHC Lemoore’s student populations. Hispanic/Latinx students are represented in the college’s enrollment at a higher rate (67%) than in overall community demographics (58% of service area population). Similarly, White students are represented in WHC Lemoore’s student body at a slightly lower rate, consisting of 18% of Open Admissions students, but 29% of the community population.

Comparison of Ethnicity Breakdown by Service Area and West Hills Students



Unknown/Declined to State/Other Race or Ethnicity is not shown.

Socio-Economic Data

Service Area City/CDP Population Socioeconomic Data

When compared to overall figures for the state of California, West Hills College Lemoore’s service area has a lower median household income (\$55,000 versus \$80,000 statewide) as well as considerably lower rates of educational attainment, with 72% of residents over the age of 25 having no college degree compared to 54% statewide. Educational attainment varies between the different communities in the service area, with the highest rates of degree completion in Hanford, Lemoore, and NAS Lemoore, while the smaller, outlying communities typically have lower rates of degree attainment, often with 80% or more having no college degree.

Locale	2021 Total Population	2021 Unemployment Rate	2021 Median Household Income	% Population Age 25+ with Less than an Associate Degree	% Population 18-64 Speak Spanish and No English or English Not Well
WHC Lemoore Service Area	175,091	6.7%	\$55,368	72.2%	8.6%
Armona CDP	4,408	8.7%	\$53,064	81.3%	7.8%
Avenal City	13,048	8.7%	\$42,888	85.4%	20.1%
Caruthers CDP	2,799	9.2%	\$53,004	80.6%	12.2%
Corcoran City	23,674	10.1%	\$39,248	82.3%	10.2%
Grangeville CDP	519	10.1%	\$70,114	49.0%	0.0%
Hanford City	60,870	6.3%	\$59,777	66.0%	7.1%
Home Garden CDP	1,616	7.0%	\$36,295	88.2%	15.5%
Kettleman City CDP	1,492	6.1%	\$55,252	84.1%	34.3%
Laton CDP	1,919	9.6%	\$33,764	85.7%	20.1%
Lemoore City	27,078	4.7%	\$57,806	63.9%	2.6%
Lemoore Station CDP	7,248	10.0%	\$53,634	62.5%	0.2%
Riverdale CDP	3,431	8.2%	\$53,165	79.2%	18.7%
Stratford CDP	1,323	10.7%	\$34,539	81.8%	7.3%

Kings County	159,109	6.6%	\$55,822	71.4%	8.0%
Fresno County	1,010,443	7.6%	\$57,006	65.4%	7.8%
California	39,476,705	8.0%	\$80,044	54.2%	5.3%

Notes: CDP indicates a “Census Designated Place.” Datasource is ESRI 2021 Population Data

Sites

The ACCJC Guide states that sites are defined as, “Names and locations, including addresses, of sites where 50% or more of a program, certificate, or degree is available to students and any other off-campus sites or centers, including international sites.” Based on this since 2021-22, WHC Lemoore has offered courses at the following locations:

West Hills College Lemoore
 555 College Avenue
 Lemoore, CA 93230

Specialized or Programmatic Accreditation

West Hills College Lemoore has several programs that undergo external evaluation and are accredited by industry-specific agencies. Each program is noted below, along with the associated accrediting body’s name and contact information.

Registered Nursing

The registered nursing program is accredited by the State of California Board of Registered Nursing (BRN), a division of the California Department of Consumer Affairs.

Board of Registered Nursing (BRN)
 P.O. Box 944210
 Sacramento, CA 94244-2100
 (916) 322-3350
www.rn.ca.gov

Paramedic

The Emergency Medical Services – Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
 25400 U.S. Highway 19 North, Suite 158
 Clearwater, FL 33763
www.caahep.org

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)

8301 Lakeview Parkway, Suite 111-312
Rowlett TX 75088
(214) 703-8445
FAX (214) 703-8992
www.coaemsp.org

California Emergency Medical Services Authority (Cal-EMSA) 10901 Gold Center Drive, Suite 400
Rancho Cordova, CA 95670 (916) 322-4336 www.emsa.ca.gov

Central California Emergency Medical Services Agency 1421 Fulton Mall, 5th Floor P.O. Box 11867
Fresno, CA 93775 www.co.fresno.ca.us

B. Presentation of Student Achievement Data and Institution-Set Standards

This section provides an overview of the data that is regularly utilized and monitored by West Hills College Lemoore. Additional details on the college processes to monitor and respond to this data are included throughout this ISER, particularly in Standard I.

Course Success and Completion Rates

Course Success and Completion rates are among the core data elements monitored by WHC Lemoore and are included in the college's Institution-Set Standards as well as program review. The tables below detail course success and completion rates based on various disaggregations.

The following definitions apply to how West Hills measures Course Success and Course Completion Rates across the district.

Course Success Rate Definition: Course success rates are calculated as the percentage of students earning an A, B, C, CR, or P out of the total number of census enrolled students. For Spring 2020, EW grades are included in the denominator for course success calculations (counted as unsuccessful attempts).

Course Completion Rate Definition: Course Completion rates are calculated as the percentage of students earning a letter grade that is not a Withdraw out of the total number of census enrolled students. For Spring 2020, EW grades are included in the calculation (counted as withdrawn attempts). The following disaggregated rates are presented by section modality, student segments, and student demographics.

Modality Course Success Rates

Course Success Rates by Modality	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	72.5%	29,421	72.5%	29,092	73.9%	28,783	75.3%	24,423	74.5%	23,399
Face to Face/Web-Enhanced	76.0%	19,424	75.6%	17,537	75.8%	16,466	88.4%	2,252	77.0%	9,016
Hybrid	66.2%	1,646	68.7%	1,867	71.0%	1,705	80.3%	687	68.6%	2,978
Online	66.3%	8,351	68.1%	9,688	71.9%	10,600	74.6%	18,247	74.6%	11,232
Online (Synchronous)							74.1%	3,237	66.7%	173

Modality Course Completion Rates

Course Completion Rates by Modality	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	85.5%	29,421	85.9%	29,092	85.1%	28,783	89.9%	24,423	89.1%	23,399
Face to Face/Web-Enhanced	87.6%	19,424	87.5%	17,537	85.4%	16,466	96.5%	2,252	89.3%	9,016
Hybrid	82.4%	1,646	84.3%	1,867	84.5%	1,705	89.0%	687	86.6%	2,978
Online	81.8%	8,351	83.6%	9,688	84.7%	10,600	89.8%	18,247	89.7%	11,232
Online (Synchronous)							88.5%	3,237	81.5%	173

Student Segment Course Success Rates

Course Success Rates by Student Segment	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	72.5%	29,421	72.5%	29,092	73.9%	28,783	75.3%	24,423	74.5%	23,399
Dual Enrollment	80.4%	1,989	81.0%	1,868	84.9%	1,818	84.6%	1,957	81.7%	2,398
Open Admission	71.9%	26,766	71.9%	26,469	73.2%	26,090	74.4%	22,215	72.9%	20,194

Student Segment Course Completion Rates

Course Completion Rates by Student Segment	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	85.5%	29,421	85.9%	29,092	85.1%	28,783	89.9%	24,423	89.1%	23,399
Dual Enrollment	91.9%	1,989	91.9%	1,868	93.2%	1,818	93.7%	1,957	93.9%	2,398
Open Admission	85.0%	26,766	85.4%	26,469	84.5%	26,090	89.5%	22,215	88.2%	20,194

Race/Ethnicity Course Success Rates

Course Success Rates by Race/Ethnicity	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	72.5%	29,421	72.5%	29,092	73.9%	28,783	75.3%	24,423	74.5%	23,399
African-American	67.4%	1,197	66.7%	1,456	69.4%	1,318	72.7%	996	69.7%	1,010
American Indian/ Alaskan Native	80.7%	241	67.2%	259	65.7%	253	65.8%	175	77.6%	185
Asian	87.4%	777	80.9%	705	82.3%	638	86.3%	607	83.6%	502
Filipino	82.7%	828	81.2%	873	80.8%	799	84.5%	734	85.2%	661
Hispanic	70.3%	18,618	70.8%	18,567	72.4%	18,695	73.5%	15,919	72.5%	15,538
Pacific Islander	84.9%	117	78.3%	89	79.2%	137	78.0%	134	67.6%	79
Two or More Races	71.2%	843	72.8%	874	72.8%	879	75.1%	712	74.9%	740
Unknown/Declined to State	71.2%	487	67.6%	346	74.5%	676	75.1%	588	77.7%	525
White Non-Hispanic	76.2%	6,313	77.3%	5,923	78.9%	5,388	79.4%	4,558	79.7%	4,159

Race/Ethnicity Course Completion Rates

Course Completion Rates by Race/Ethnicity	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	85.5%	29,421	85.9%	29,092	85.1%	28,783	89.9%	24,423	89.1%	23,399
African-American	84.8%	1,197	85.3%	1,456	81.9%	1,318	88.3%	996	87.7%	1,010
American Indian/ Alaskan Native	91.5%	241	83.6%	259	77.1%	253	84.2%	175	89.2%	185
Asian	92.5%	777	89.6%	705	86.9%	638	92.7%	607	91.4%	502
Filipino	89.4%	828	89.0%	873	88.9%	799	92.1%	734	92.9%	661
Hispanic	84.6%	18,618	85.2%	18,567	84.4%	18,695	89.8%	15,919	88.5%	15,538
Pacific Islander	93.4%	117	88.0%	89	86.9%	137	88.2%	134	93.0%	79
Two or More Races	83.3%	843	87.1%	874	83.6%	879	87.6%	712	89.6%	740
Unknown/Declined to State	82.0%	487	82.7%	346	88.2%	676	89.6%	588	89.0%	525
White Non-Hispanic	87.2%	6,313	87.3%	5,923	87.8%	5,388	90.1%	4,558	90.5%	4,159

Gender Course Success Rates

Course Success Rates by Gender	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	72.5%	29,421	72.5%	29,092	73.9%	28,783	75.3%	24,423	74.5%	23,399
Female	73.2%	17,729	72.9%	17,911	74.5%	17,968	76.2%	16,275	74.7%	14,724
Male	71.1%	11,086	71.6%	10,588	72.9%	10,223	73.5%	7,765	74.2%	8,339
Unknown/Declined to State	75.8%	606	75.3%	593	76.5%	592	72.6%	383	69.9%	336

Gender Course Completion Rates

Course Completion Rates by Gender	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	85.5%	29,421	85.9%	29,092	85.1%	28,783	89.9%	24,423	89.1%	23,399
Female	85.7%	17,729	86.0%	17,911	85.3%	17,968	90.1%	16,275	89.2%	14,724
Male	85.1%	11,086	85.6%	10,588	84.5%	10,223	89.4%	7,765	88.9%	8,339
Unknown/Declined to State	87.8%	606	86.6%	593	86.5%	592	87.3%	383	90.2%	336

Age Group Course Success Rates

Course Success Rates by Age Group	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	72.5%	29,421	72.5%	29,092	73.9%	28,783	75.3%	24,423	74.5%	23,399
Under 18	77.0%	3,784	76.1%	3,608	79.1%	3,264	80.4%	2,977	77.0%	3,483
18-19	71.4%	9,867	72.2%	9,439	72.7%	9,635	74.4%	7,776	73.6%	7,159
20-24	69.1%	7,688	69.0%	7,823	71.2%	7,601	70.5%	6,245	70.5%	5,828
25-29	74.0%	3,679	71.7%	3,388	72.7%	3,122	76.0%	3,100	76.4%	2,675
30-49	76.4%	3,744	77.3%	4,157	78.5%	4,398	80.1%	3,893	77.9%	3,676
50+	72.4%	651	74.6%	668	78.9%	759	78.4%	431	80.8%	575
Unknown/DTS		8		9		4		1	100%	3

Age Group Course Completion Rates

Course Completion Rates by Age Group	2017-18		2018-19		2019-20		2020-21		2021-22	
	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC	Rate	Dup. HC
WHCL Overall	85.5%	29,421	85.9%	29,092	85.1%	28,783	89.9%	24,423	89.1%	23,399
Under 18	90.1%	3,784	88.8%	3,608	90.3%	3,264	92.7%	2,977	92.1%	3,483
18-19	85.7%	9,867	86.4%	9,439	84.5%	9,635	90.5%	7,776	88.6%	7,159
20-24	83.1%	7,688	84.4%	7,823	83.3%	7,601	87.9%	6,245	87.2%	5,828
25-29	85.0%	3,679	84.6%	3,388	82.9%	3,122	88.6%	3,100	88.9%	2,675
30-49	86.2%	3,744	86.2%	4,157	86.6%	4,398	90.7%	3,893	89.9%	3,676
50+	82.4%	651	83.8%	668	88.5%	759	89.1%	431	92.0%	575
Unknown/DTS		8		9		4		1	100%	3

Completer Data: Degrees, Certificates, and Transfer

Degrees and Certificates

Students' completion of degrees, certificates, transfer are key elements of the college's mission, and like course success, are critical measures of institutional effectiveness. Degree and certificate awards by program are detailed below, as well transfer volume.

The unduplicated count of degrees to all students has been on a steady upward trend with a 22% increase between 2016-17 and 2021-22. The number of Certificates of Achievement has also increased, driven by the addition of transfer certificates for IGETC and GE Breadth. Awards of Local Certificates, those consisting of 16 or fewer units, have increased sharply by 91% since 2016-17 – the previous five-year high.

Unduplicated headcounts (students awarded unduplicated within each row) are presented on the following tables.

For college-wide degree and certificate of achievement completion rates, see section Equity Plan (Cohort) Metric: Vision for Success. For transfer to four-year rates, see section Equity Plan (Cohort) Metric: Vision for Success.

Degrees (AA/AAT, AS/AST) by Program: Unduplicated Headcount of Students Awarded

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Students Awarded Degrees		484	532	606	634	614	591
Program TOP Code (4 digit)	Program Title	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Accounting (0502)	Accounting (0502) Total	6	7		1	1	
	WHCL - Business Bookkeeping AA	6	5		1	1	
	WHCL - Business Bookkeeping AS		2				
Administration of Justice (2105)	Administration of Justice (2105) Total	52	50	78	89	67	56
	WHCL - Administration of Justice - Correctional Science AA	8	3	10	16	12	8
	WHCL - Administration of Justice - Corrections AS	1	1				

	WHCL - Administration of Justice - Law Enforcement AA	11	10	30	25	16	17
	WHCL - Administration of Justice - Law Enforcement AS	7	3		2	1	
	WHCL - Administration of Justice AST	27	35	44	51	39	35
Biological and Physical Sciences (and Mathematics) (4902)	Biological and Physical Sciences (and Mathematics) (4902) Total	25	33	60	59	40	55
	WHCL - Liberal Arts - Math and Science AA	25	33	60	59	40	55
Biology, General (0401)	Biology, General (0401) Total	6	4	6	6	7	1
	WHCL - Biology AA	1					
	WHCL - Biology AS	5	4	6	6	7	1
Business Administration (0505)	Business Administration (0505) Total	51	74	63	63	49	43
	WHCL - Business Administration - AST	38	48	54	46	38	32
	WHCL - Business Administration AA	7	11	6	1	2	
	WHCL - Business Administration AS	8	15	9	17	13	13
Business Management (0506)	Business Management (0506) Total	6	6	2	1	8	7
	WHCL - Business Management AA	3	3				
	WHCL - Business Management AS	2	2	2	1	8	7
	WHCL - Retail Business Management AA	3	1				
	WHCL - Retail Business Management AS	2					
Child Development/Early Care and Education (1305)	Child Development/Early Care and Education (1305) Total	22	21	24	29	24	26
	WHCL - Child Development AA	14	14	18	22	11	13
	WHCL - Child Development AS	3	2				
	WHCL - Early Childhood Education AST	5	7	8	11	13	15
Computer Information Systems (0702)	Computer Information Systems (0702) Total	16	13	23	14	11	15
	WHCL - Computer Information Systems AA	9	9	12	5	9	7
	WHCL - Computer Information Systems AS	7	4	12	9	3	8
Engineering, General (requires Calculus) (Transfer) (0901)	Engineering, General (requires Calculus) (Transfer) (0901) Total	3	9	6	5	1	6
	WHCL - Engineering AS	3	9	6	5	1	6
English (1501)	English (1501) Total				3	6	11
	WHCL - English AAT				3	6	11
Geography (2206)	Geography (2206) Total			1			1
	WHCL - Geography - AAT			1			1
Geology (1914)	Geology (1914) Total	1				1	
	WHCL - Geology AS	1				1	

Health Professions, Transfer Core Curriculum (1260)	Health Professions, Transfer Core Curriculum (1260) Total	69	88	96	91	127	108
	WHCL - Health Science - General AS	69	88	96	91	127	108
History (2205)	History (2205) Total			6	5	7	5
	WHCL-History AAT			6	5	7	5
Hospitality Management (1307)	Hospitality Management (1307) Total	4	2	3	4		2
	WHCL - Hotel, Restaurant and Casino Management AA	4	2	3	4		2
Humanities (4903)	Humanities (4903) Total	38	47	40	45	27	37
	WHCL - Liberal Arts - Arts and Humanities AA	38	47	39	45	27	36
	WHCL - Liberal Arts - Communication AA			1			1
Liberal Arts and Sciences, General (4901)	Liberal Arts and Sciences, General (4901) Total	150	158	173	200	189	190
	Liberal Arts AA	1	1				
	WHCL - Elementary Teacher Education - AAT	11	13	28	22	28	28
	WHCL - Liberal Arts - Elementary Teacher Prep AA	34	36	19	17	17	14
	WHCL - Liberal Arts - Social Science AA	115	120	128	167	154	157
Mathematics, General (1701)	Mathematics, General (1701) Total	5	6	12	5	6	8
	WHCL - Mathematics AA	2					
	WHCL - Mathematics AST	4	6	12	5	6	8
Nursing (1230)	Nursing (1230) Total	35	36	23	35	39	38
	WHCL - LVN to AS Degree in Nursing AS	13	15		6	9	9
	WHCL - Nursing (ADN) AS	22	21	23	29	30	29
Office Technology/Office Computer Applications (0514)	Office Technology/Office Computer Applications (0514) Total			1		2	2
	WHCL - Business Office Technology AA			1		2	2
Paramedic (1251)	Paramedic (1251) Total	2	2	2	4	2	1
	WHCL - EMT-Paramedic AS	2	2	2	4	2	1
Physical Education (0835)	Physical Education (0835) Total	13	14	17	19	19	14
	WHCL - Kinesiology AA	12	8	8	7	4	4
	WHCL - Kinesiology AAT	2	6	11	12	16	10
Physics for UC Transfer (1902)	Physics for UC Transfer (1902) Total	2	5	6	4	3	4
	WHCL - Physics AST	2	5	6	4	3	4
Political Science (2207)	Political Science (2207) Total	2	2	4	9	3	8
	WHCL - Political Science - AAT	2	2	4	9	3	8
Psychology, General	Psychology, General (2001) Total	39	50	57	71	68	62
	WHCL - Psychology AA	21	15	19	30	17	19

(2001)	WHCL - Psychology AAT	20	36	43	53	55	50
Sociology (2208)	Sociology (2208) Total	3	10	8	19	29	25
	WHCL - Sociology - AAT	3	10	8	19	29	25
Speech Communication (1506)	Speech Communication (1506) Total	5	4	7	14	6	2
	WHCL - Communication - AAT	5	4	7	14	6	2
Studio Arts (1002)	Studio Arts (1002) Total	5	6	8	6	12	14
	WHCL - Art AA	3	4	1			1
	WHCL - Studio Arts - AAT	2	2	8	6	12	13

Certificates of Achievement by Program: Unduplicated Headcount of Students Awarded

		201 6- 17	201 7- 18	201 8- 19	201 9- 20	202 0- 21	202 1- 22
Students Awarded Certificates of Achievement		63	77	42	357	379	407
Program TOP Code (4 digit)	Program Title	201 6- 17	201 7- 18	201 8- 19	201 9- 20	202 0- 21	202 1- 22
Accounting (0502)	Accounting (0502) Total	5	11	9	6	6	4
	WHCL - Business Bookkeeping Cert.	5	11	9	6	6	4
Administration of Justice (2105)	Administration of Justice (2105) Total		6		3	7	3
	WHCL - Correctional Rehabilitation		6		3	7	3
Business Management (0506)	Business Management (0506) Total	11	9	7	6	10	14
	WHCL - Business Information Worker Certificate		1	1		1	4
	WHCL - Business Management Cert.	3	3	2	1	6	3
	WHCL - Business Project Management				4		
	WHCL - Retail Business Management Cert.	11	7	6	1	5	9
Child Development/Early Care and Education (1305)	Child Development/Early Care and Education (1305) Total	14	19	11	7	10	13
	WHCL - Child Development Teacher Level Cert.	14	19	11	7	10	13
Computer Infrastructure and Support (0708)	Computer Infrastructure and Support (0708) Total	6	2	2		2	3
	WHCL - CIS Networking Fundamentals Cert.	6	2	2		2	3
Computer Software Development (0707)	Computer Software Development (0707) Total	15	5	2			
	WHCL - CIS Intro to Programming	15	5	2			
General Studies (4930)	General Studies (4930) Total					1	
	WHCL- Academic					1	

		Readiness Certificate					
Hospitality Management (1307)	Hospitality Management (1307) Total	11	12	6	5	10	2
	WHCL - Chef Apprentice Certificate	5	8	6	4	9	2
	WHCL - HRCM Hotel Management Cert.		2				
	WHCL - HRCM Restaurant Management Cert.	6	3	1	1	3	1
Industrial Systems Technology and Maintenance (0945)	Industrial Systems Technology and Maintenance (0945) Total				4	1	1
	WHCL - Industrial Mechanic I						1
	WHCL - Introduction to Industrial Automation Cert				4	1	
Liberal Arts and Sciences, General (4901)	Liberal Arts and Sciences, General (4901) Total				319	321	348
	WHCL - Transfer Studies-Full IGETC Certification: UC					3	19
	WHCL- CSU GE Breadth				319	320	337
Paramedic (1251)	Paramedic (1251) Total	8	16	8	12	18	23
	WHCL - EMT-Paramedic Cert.	8	16	8	12	18	23

Local Certificates by Program: Unduplicated Headcount of Students Awarded

		201 6- 17	201 7- 18	201 8- 19	201 9- 20	202 0- 21	202 1- 22
Students Awarded Local Certificates		131	148	92	80	95	251
Program TOP Code (4 digit)	Program Title	201 6- 17	201 7- 18	201 8- 19	201 9- 20	202 0- 21	202 1- 22
Business Management (0506)	Business Management (0506) Total	11	11	2	1	7	1
	WHCL - Entrepreneurship Local Cert.	9	11	2	1	7	1
	WHCL - OT MS Word Expert Local Cert.	2					
Child Development/Early Care and Education (1305)	Child Development/Early Care and Education (1305) Total	81	109	67	69	72	237
	WHCL - Child Development Administrative Local Cert.	2			1		
	WHCL - Child Development Assistant Teacher Local Cert.	64	88	52	62	56	208
	WHCL - Child Development Associate Teacher Local Cert.	29	40	31	10	23	52
Computer Information Systems (0702)	Computer Information Systems (0702) Total	27	23	15	1	12	5
	WHCL - CIS Active	10	8	7	1	1	

	Scripting Local Cert.						
	WHCL - CIS Web Business Management Local Cert.	13	13	7		11	5
	WHCL - CIS Web Designer Local Cert.	8	6	3			
Hospitality Management (1307)	Hospitality Management (1307) Total	17	14	10	8	11	8
	WHCL - HRCM Hotel Skills Local Cert.		3	2		2	1
	WHCL - HRCM Restaurant Skills Local Cert.	8	3		3	5	1
	WHCL - RM Bartender and Beverage Mgmt. Local Cert.	5	2	4	3	2	3
	WHCL - RM Culinary and Baking Arts Local Cert.	7	6	6	4	4	6
	WHCL - RM Dining Room Service & Mgmt. Local Cert.	3	6	3	4		3
	WHCL - RM Mixologist Local Cert.	6	3	4	4	3	2
	WHCL - RM Pastry and Baking Arts Local Cert.	2	10	9	5	6	3
Human Services (2104)	Human Services (2104) Total	6	2		1		
	WHCL - HS Mental Health Aide Local Cert.	1					
	WHCL - HS Social Work Assistant Local Cert.	3	1				
	WHCL - HS Substance Abuse Specialist Local Cert.	1	1		1		
	WHCL - HS Youth Worker Local Cert.	1					

Transfer to Four-Year Institutions

Transfer counts to four-year institutions are based on the student's first four-year attended after having completed 12 or more units at West Hills College Lemoore. The year of the transfer is determined by the academic year that the student's first four-year enrollment occurred during.

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Transfers	446	489	537	567	486
CSU	178	201	242	261	245
UC	21	20	22	28	25
In-State Private	97	87	113	100	60
Out-of-State	150	181	160	178	156

College Institution-Set Standards and Stretch Goals

West Hills College Lemoore has established Institution-Set Standards (ISS) and Stretch Goals focusing on student achievement. The process for developing and regularly reviewing these metrics is described in further detail in Standard I.B.3.

Metric	Institution-Set Standard	Stretch Goal	Actual Rates					
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Course Success Rate*	70%	75%	73%	73%	73%	74%*	75%	75%
Students awarded associate degrees (unduplicated headcount)	550 students per year	771 students per year	484	532	606	634	614	591
Students awarded CTE certificates of achievement (unduplicated headcount)	70 students per year	100 students per year	63	77	42	41	61	63
Students awarded all certificates of achievement (unduplicated headcount)	300 students per year	450 students per year	63	77	42	357	379	408
Transfers to Four-Year Institutions	450 transfers per year	525 transfers per year	494	446	489	537	567	485

* Spring 2020 course success rates include "EW" grades as non-successful attempts.

Licensure Pass Rates	Institution-Set Standard	Stretch Goal	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Certified Nurse Assistant	80%	85%	96.5%	81.0%	66.6%	100.0%	-	84%
Registered Nursing	80%	85%	79.1%	79.4%	96.9%	94.4%	91.7%	90%
Paramedics	80%	85%	90.9%	100.0%	90.0%	45.5%	78.9%	-

*Based on lack of current and consistent job placement data, CTE learning area opted not to set Job Placement Rate stretch goals

Registered Nursing Pass Rates: <https://www.rn.ca.gov/education/passrates.shtml>

Paramedic Pass Rates: <https://www.westhillscollge.com/lemoore/degrees-and-certificates/paramedic/paramedic-program-info.php#passrate>

2019-20 CNA pass rates not available due to COVID

Job Placement Rates	Institution-Set Standard	Stretch Goal*	2014-15	2015-16	2016-17	2017-18	2018-19**
Administration of Justice (TOP code 2105)	60%	65%	77%	74%	89%	56%	56%
Nursing (TOP code 1230)	75%	80%	95%	100%	96%	94%	71%

** 2018-2019 Job Placement Rates are the most recent available as of November 2022.

Note: AOJ and Nursing are the only two programs that currently have sufficient completers to be able to display job placement rates on the CCC Launchboard. Job Placement rates are based on LaunchBoard data for program completers (by 4-digit TOP code) using the “Employed in the Fourth Fiscal Quarter After Exit” metric (Community College Pipeline: Employment: Detailed Data: Employed in the Fourth Fiscal Quarter After Exit).

Vision for Success Goals

Alongside the College’s ISS, its Goals for the Vision for Success for California Community Colleges are used to monitor and assess the college’s overall effectiveness. These goals are based on data in the CCC Student Success Metrics Dashboard (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>) and were set in spring 2018 during an Eagle Vision Planning session with participation across stakeholder groups. Goals were set through 2021-22 and were approved by the Board of Trustees in summer 2018. Once the Student Success Metrics have been provided through the goal year and pending any additional guidance from the CCC Chancellor’s Office, the college will re-evaluate the goals.

Metric	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 Goal
1A. Number of Students Earning any Associate Degree	393	466	458	499	563	590	569	771
1B. Number of Students Earning any Certificate of Achievement	27	36	62	75	40	355	366	131
1C. Number of Students Earning any Degree or Certificate of Achievement	408	497	504	553	590	735	723	853
2A. Number of Students Earning an Associate Degree for Transfer	22	76	114	157	209	230	228	385
2B. Number of Students Transferring to a CSU or UC Institution	218	257	274	311	366	349	-	322
3A . Average Number of Units Accumulated by All Associate Degree Earners	76	74	76	73	75	74	69	73
4A. Median Annual Earnings of Students Entering the Workforce	\$25,342	\$25,765	\$25,862	\$26,041	\$27,174	\$27,278	-	\$24,813
4B. Percentage of Students Attaining a Living Wage upon Entering the Workforce	52%	54%	54%	53%	56%	55%	-	58%
4C. Percentage of Students Entering a Job Closely Related to their Field of Study	64%	63%	67%	67%	67%	-	-	80%

C. Student Equity Goals & Cohort Metrics

During Fall 2022, the college approved a new Student Equity Plan and accompanying goals for student groups identified as disproportionately impacted. During goal setting, emphasis was placed on goals that specify closing an equity gap and that monitoring would be conducted through a local dataset that monitors first-time students progressing through various cohort momentum and completion points.

Specific target populations identified in the equity plan were male students, White male students, American Indian or Alaska Native students (with particular focus on the local Tachi Yokut Tribe), Black or African American students, students with disabilities, Hispanic/Latinx students (overall and male), and first generation students (overall and male).

The table below indicates the student populations and metrics that were selected as areas of focus for the College’s 2022-25 Student Equity Plan.

Student Population for Metric Workflow	Successful Enrollment (Access)	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Students with disabilities		<input checked="" type="checkbox"/>			
American Indian or Alaska Native	<input checked="" type="checkbox"/>				
Black or African American	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Hispanic or Latino/a/x	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Hispanic or Latino Male				<input checked="" type="checkbox"/>	
Native Hawaiian or other Pacific Islander				<input checked="" type="checkbox"/>	
First Generation Students (Males)	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
More than one race	<input checked="" type="checkbox"/>				
Male			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
White Male			<input checked="" type="checkbox"/>		

Equity Plan Metrics and Goals

The following section presents the College’s target populations within the Student Equity Plan, as well as the three-year goals associated with each population. Tracking on these goals is based on data from the District’s Cohort Momentum Metrics Dashboard, which includes various outcome metrics for first-time student cohorts. The tables included in this section provide an example of the student success data available for ongoing tracking of the student equity plan, but do not necessarily list all target populations included in the Student Equity Plan or available on the dashboard.

Equity Plan Metric: Successful Enrollment (Access)

Target outcomes for successful enrollment placed a heavy emphasis increasing representation of the

selected subgroup to be comparable within the community.

Year 1 Goals

- None

Year 2 Goals

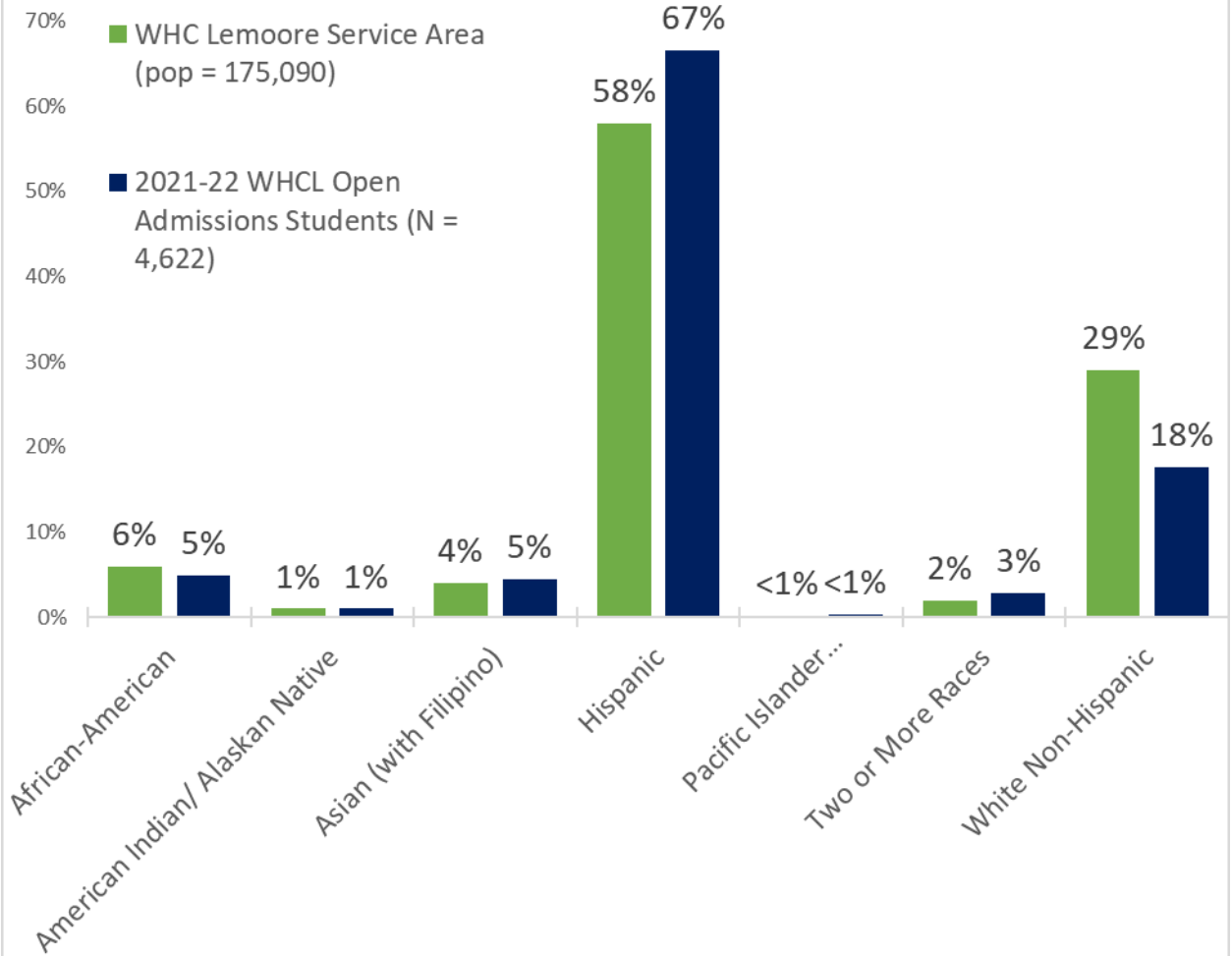
- Fully revamp the student orientation experience to make it more comprehensive and engaging for Hispanic or Latino students. Monitor learning outcomes and completion rates for new student orientation.

Year 3 Goals

- Fully revamp the student orientation experience to make it more comprehensive and engaging for Hispanic or Latino students. Monitor learning outcomes and completion rates for new student orientation.
- Increase representation for males as being reflective of the community by intentional recruitment of eligible males. Data to compare West Hills College Lemoore's population and local community will be reviewed annually.
- Create a safe space on campus where American Indian student feel welcome and safe. This will be measured by annual satisfaction survey.
- Reflect the ratio of African American population within Kings County by comparing available institutional data to county census data.
- Create a safe space on campus where Black or African American student feel welcome and safe. This will be measured by annual satisfaction survey.

While not included in the local dataset, the college took an alternative approach to setting goals for successful enrollment (access) such that the demographics of incoming first-time students would match the demographics of the service area population.

Comparison of Ethnicity Breakdown by Service Area and West Hills Students



Unknown/Declined to State/Other Race or Ethnicity is not shown.

Equity Plan Metric: Persistence from First Primary Term to Subsequent Primary Term

Target Outcome: Using local cohort tracking, male (white) students' persistence from primary term to secondary term within the first year in 2021-2022 (First-time Fall students) was 64.5% compared to 76.2% for all other students (a gap of 11.7%).

Year 1 Goal

- Reduce the equity gap between white male students and other students to 7% or less for English and math.

Year 2 Goal

- Reduce the equity gap between white male students and other students to 3% or less for English and math.

Year 3 Goal

- Eliminate the equity gap for white males by then end of the 3rd year.

Target Outcome: Using local cohort tracking, The (2021-2022) rate of persistence from primary term to next term for American Indian or Alaska native students was 50% compared to 75.3% of the overall student population (gap of 15.3%).

Year 1 Goal

- Reduce the equity gap between American Indian students and the overall student population students to 12% or less.

Year 2 Goal

- Reduce the equity gap between American Indian students and the overall student population students to 10% or less.

Year 3 Goal

- Reduce the equity gap between American Indian students and the overall student population students to 5% or less.

Target Outcome: Using local cohort tracking, the (2021-2022) rate of persistence from primary term to next term for Black or African American was 59.4% compared to 75.9% of the overall student population (gap of 16.5%).

Year 1 Goal

- Reduce the equity gap between Black or African American students and the overall student population students to 13% or less.

Year 2 Goal

- Reduce the equity gap between Black or African American students and the overall student population students to 10% or less.

Year 3 Goal

- Reduce the equity gap between Black or African American students and the overall student population students to 7% or less.

Persisted First Primary Term to Subsequent Primary Term						
Overall for the College						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
College Cohort Unduplicated HC (n)*	1,449	1,347	1,502	1,332	1,085	984
College Rate	66%	64%	63%	66%	65%	68%
Disaggregated by Race/Ethnicity						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African-American	58%	40%	66%	53%	54%	52%
American Indian/ Alaskan Native	47%	62%	82%	46%	n < 10	n < 10
Asian	54%	50%	32%	41%	42%	68%
Filipino	77%	80%	74%	85%	75%	69%
Hispanic	70%	68%	68%	69%	67%	71%
Pacific Islander	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Two or More Races	63%	60%	57%	61%	50%	69%
Unknown/Declined to State	40%	n < 10	20%	55%	54%	77%
White Non-Hispanic	60%	62%	55%	64%	64%	63%
Disaggregated by Gender						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Others/Unknown	62%	70%	83%	67%	38%	55%
Female	69%	64%	64%	69%	64%	69%
Male	63%	65%	61%	62%	66%	68%
Disaggregated by First Generation						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
First-Gen	64%	64%	64%	68%	65%	72%
Not First-Gen	66%	63%	58%	64%	64%	71%
Unknown	70%	70%	73%	68%	65%	60%
Disaggregated by Students with Disabilities						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
DSPS	85%	89%	86%	81%	76%	76%
Not DSPS	66%	63%	62%	65%	64%	67%

Equity Plan Metric: Completed Transfer Level Math and English

Target Outcome: Using local cohort tracking, DSPS students' completion of transfer level English and math within the first year in 2021-2022 (First-time Fall students) was 13.3% compared to 23.5% for all other students (a gap of 10.2%).

Year 1 Goal

- Reduce the equity gap between DSPS students and non-DSPS students to 8% or less for English and math.

Year 2 Goal

- Reduce the equity gap between DSPS students and non-DSPS students to 6% or less for English and math

Year 3 Goal

- Reduce the equity gap between DSPS students and non-DSPS students to 4% or less for English and math

Completed Transfer Level Math and English by End of Year 1						
Overall for the College						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
College Cohort Unduplicated Headcount (n)	1,521	1,449	1,604	1,425	1,178	1,043
College Rate	7%	7%	11%	17%	15%	19%
Disaggregated by Race/Ethnicity						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African-American	4%	0%	6%	13%	11%	4%
American Indian/ Alaskan Native	0%	0%	0%	23%	n < 10	n < 10
Asian	13%	6%	8%	11%	7%	18%
Filipino	11%	18%	24%	23%	32%	38%
Hispanic	7%	7%	11%	20%	16%	20%
Pacific Islander	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Two or More Races	5%	8%	18%	12%	15%	24%
Unknown/Declined to State	6%	n < 10	0%	5%	14%	27%
White Non-Hispanic	8%	8%	12%	13%	14%	17%
Disaggregated by Gender						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Others/Unknown	9%	8%	0%	26%	10%	23%
Female	7%	7%	11%	19%	16%	19%
Male	7%	7%	12%	14%	14%	19%
Disaggregated by First Generation						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
First-Gen	5%	5%	9%	17%	17%	24%
Not First-Gen	8%	8%	13%	17%	15%	23%

Unknown	9%	8%	12%	18%	11%	10%
Disaggregated by Students with Disabilities						
	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22
Students with Disabilities	3%	4%	5%	10%	4%	13%
All Others/Unknown	7%	7%	11%	18%	16%	20%

Equity Plan Metric: Transferred to Four-Year Institution

Target Outcome: Using local cohort tracking data for Hispanic male students, the (2021- 2022) transfer rate for Hispanic male students, including degree/ COA recipients, was 3.3% compared to 8% for all other students (gap of 4.7%).

Year 1 Goal

- None

Year 2 Goal

- None

Year 3

- Reduce the equity gap between Hispanic male students and all other students to 1% or less

Target Outcome: Using local cohort tracking data for male students, the (2019-2020) transfer rate for male students, including degree/COA recipients, was 9.3% compared to 14.4% for all other students (gap of 5.1%).

Year 1 Goal

- None

Year 2 Goal

- None

Year 3 Goal

- Reduce the equity gap between male students and all other students to 1% or less

Target Outcome: Using local cohort tracking data for students, the (2020-2021) transfer rate for American Indian and Alaska native students, including degree/COA recipients, was 0% compared to 6.9% for all other students (gap of 6.9%).

Year 1 Goal

- None

Year 2 Goal

- None

Year 3 Goal

- Reduce the equity gap between American Indian and Alaska Native students and all other students to 1% or less

Transferred to Four-Year Institution By End of Year 3						
Overall for the College						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
College Cohort Unduplicated Headcount (n)	1,521	1,449	1,604	1,425	1,178	1,043
College Rate	11%	9%	11%	10%	6%	
Disaggregated by Race/Ethnicity						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
African-American	9%	5%	8%	6%	2%	
American Indian/ Alaskan Native	6%	0%	0%	0%	n < 10	
Asian	19%	13%	13%	6%	4%	
Filipino	28%	18%	17%	13%	18%	
Hispanic	10%	8%	10%	12%	4%	
Pacific Islander	n < 10	n < 10	n < 10	n < 10	n < 10	
Two or More Races	12%	6%	18%	12%	6%	
Unknown/Declined to State	13%	n < 10	9%	6%	11%	
White Non-Hispanic	11%	13%	13%	8%	9%	
Disaggregated by Gender						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
All Others/Unknown	14%	19%	8%	9%	0%	
Female	13%	10%	12%	12%	7%	
Male	9%	8%	10%	8%	4%	
Disaggregated by First Generation						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
First-Gen	11%	7%	9%	11%	4%	
Not First-Gen	11%	11%	13%	11%	8%	
Unknown	11%	10%	11%	7%	2%	
Disaggregated by Students with Disabilities						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
Students with Disabilities	5%	7%	3%	10%	1%	
All Others/Unknown	11%	9%	11%	10%	6%	

Equity Plan Metric: Vision for Success Completion Definition

Target Outcome: Using local cohort tracking data for students, the (2021-2022) rate of completion for first-generation students was 0.8% compared to 1.2% of not first-generation student population (gap of .4%).

Year 1 Goal

- None

Year 2 Goal

- None

Year 3 Goal

- Eliminate the equity gap for first generation male students.

Degree/Certificate of Achievement Completed By End of Year 3						
Overall for the College						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
College Cohort Unduplicated Headcount (n)	1,521	1,449	1,604	1,425	1,178	1,043
College Rate	14%	14%	15%	18%	13%	
Disaggregated by Race/Ethnicity						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
African-American	8%	6%	6%	11%	7%	
American Indian/ Alaskan Native	6%	15%	0%	31%	n < 10	
Asian	13%	12%	2%	6%	9%	
Filipino	31%	21%	26%	30%	26%	
Hispanic	15%	16%	17%	20%	14%	
Pacific Islander	n < 10	n < 10	n < 10	n < 10	n < 10	
Two or More Races	14%	5%	16%	12%	6%	
Unknown/Declined to State	13%	n < 10	5%	10%	14%	
White Non-Hispanic	13%	14%	15%	14%	13%	
Disaggregated by Gender						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
All Others/Unknown	19%	15%	13%	22%	10%	
Female	16%	14%	15%	21%	14%	
Male	11%	14%	15%	14%	12%	
Disaggregated by First Generation						
	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
First-Gen	13%	13%	13%	19%	11%	
Not First-Gen	13%	13%	17%	18%	15%	
Unknown	19%	18%	17%	17%	12%	
Disaggregated by Students with Disabilities						

	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
Students with Disabilities	13%	15%	14%	21%	4%	
All Others/Unknown	14%	14%	15%	18%	14%	

ISLO Survey

In spring 2020, the annual completer (graduate) survey was revised to include a section to measure students' impressions of how their time at West Hills College Lemoore resulted in improvement in the various areas identified in the college's Institutional Student Learning Outcomes. Survey items were designed to capture the various components of each area by the collaborative efforts of the Outcomes and Assessment Committee and the Office of ARIEP. Subsequent revisions have been made based on student feedback. The committee reviews the survey results annually and a dashboard has been created to support continued dialogue around each area, trends, and disaggregations by race/ethnicity, gender, first generation status.



College: Lemoore | Subpopulations: Multiple values | Survey Year: 2022 | Difference of Subpop Mean from Overall: -0.1746 to 0.5204

ISLO Aggregate Averages by Subpopulation for Survey Year(s) 2022

Subpopulations are not mutually exclusive. Scale: 1 (Did not improve at all) through 4 (Improved very much)

	Avg Across All Subpops	African-American n = 7	First-Gen n = 35	Hispanic n = 56	Male n = 23
Analytic Skills	3.42	3.93	3.53	3.43	3.45
Communication Skills	3.47	3.76	3.65	3.58	3.29
Engaging Diverse Perspectives	3.44	3.81	3.63	3.52	3.38
Ethical Reasoning	3.33	3.57	3.53	3.32	3.25
Information Skills	3.44	3.90	3.60	3.47	3.42
Personal, Academic, and Career	3.57	3.96	3.73	3.65	3.47
Quantitative Reasoning	3.34	3.86	3.46	3.35	3.26

ISLO Detail: Item Averages by Subpopulation for Survey Year(s) 2022

		Avg Across All Subpops	African-Am.. n = 7	First-Gen n = 35	Hispanic n = 56	Male n = 23
Analytic Skills	Applying the principles learned to solve real-world problems	3.39	4.00	3.49	3.39	3.36
	Thinking critically and solving problems based on analysis of relevant fo..	3.45	3.86	3.57	3.46	3.55
Communication Skills	Effectively conveying thoughts when speaking to others	3.51	3.86	3.62	3.63	3.41
	Effectively expressing thoughts in writing	3.49	3.86	3.76	3.55	3.29
	Effectively participating in group work with my peers	3.40	3.57	3.56	3.57	3.18
Engaging Diverse Persp..	Comparing my own perspective with other views in culture, society, poli..	3.46	3.86	3.62	3.52	3.45
	Explaining my own perspective on issues in culture, society, politics, the..	3.46	3.86	3.68	3.56	3.41
	Understanding how different cultural perspectives might affect interpr..	3.41	3.71	3.59	3.48	3.27
Ethical Reasoning	Explaining how ethical principles or values help to inform decision-maki..	3.39	3.71	3.57	3.38	3.32
	Familiarity with well known ethical issues in politics, economics, healthc..	3.27	3.43	3.49	3.25	3.18
Information Skills	Identifying the type of information needed to accomplish the objectives ..	3.48	3.86	3.63	3.52	3.43
	Understanding and using multiple forms of information, data, media an..	3.44	4.00	3.60	3.46	3.39
	Using information from diverse sources ethically and legally	3.40	3.86	3.57	3.43	3.43
Personal, Academic, and Career	Identifying lifestyle choices that promote physical, mental, and social h..	3.41	3.86	3.54	3.46	3.27
	Identifying my career goals	3.59	4.00	3.74	3.66	3.45
	Identifying my educational goals	3.66	4.00	3.83	3.73	3.64
	Identifying my personal goals	3.62	4.00	3.80	3.75	3.50
Quantitative Reasoning	Analyzing visual information such as charts and graphics	3.35	3.86	3.44	3.37	3.27
	Analyzing, estimating, using and evaluating quantitative information us..	3.34	3.86	3.47	3.37	3.27
	Presenting accurate interpretations of quantitative information in vario..	3.32	3.86	3.47	3.31	3.23

Data last refreshed on 11/8/2022 3:19:24 PM

D. Organization of the Self-Evaluation Process

The Program and Accreditation Review (PAR) committee provides structure and support for continuous improvement and effectiveness including accreditation processes, program review processes, and communication of collegewide themes for institutional review. One of the main goals of PAR is to oversee and coordinate work with constituency groups and other college committees to ensure the college meets accreditation standards. ([Intro-01](#)) The college Accreditation Liaison Officer (ALO) is a member of the PAR committee and in that role provides regular updates on Accreditation activity and as needed forms teams for various Accreditation processes. The college ALO worked with the district ALO to establish a timeline for the Institutional Self Evaluation Process (ISER) in November 2021 and the ALO initiated the Institutional Self Evaluation Report process at the college in Spring 2022 with an overview of the ISER process at the college's professional development day followed by a college meeting for all constituents and training for co-chairs where timelines, responsibilities, process, and training information and documents were shared. ([Intro-02](#); [Intro-03](#); [Intro-04](#); [Intro-05](#)) The following teams were established for the initial phase of reviewing standards, gathering evidence, and completing templates.

Standard 1

Co-Chairs:

Nestor Lomeli- Director of Admissions and Records (Administration)
Amanda Carey- Biology Faculty
Dawne Troth- Administrative Assistant President's Office (Confidential)

Team Members:

Libra Howard- English Faculty
Cindy Dolata- RN Faculty
Amber Tidwell- GED Faculty
Debbie Rose- Curriculum Systems Manager (Administration)

Standard 2A

Co-Chairs:

Kris Costa- Dean of Career and Technical Education (Administration)
Andrea Picchi- Associate Dean of Athletics, Kinesiology, and Physical Education (Administration)
Debbie Lou Angeles- Educational Technology Specialist (Classified)

Team Members:

Amy Babb- Work Experience and Hospitality Faculty
Guadalupe Capozzi- Administration of Justice Faculty
Rosanna Hartline- Biology Faculty
Parveen Kaler- CTE Secretary (Classified)
Loren Kelly- Adjunct Business Faculty
Diana Meehan- Adjunct Psychology and GED Faculty
Kimberly Sheffield- English Faculty
Jay Thomas- Math Faculty

Standard 2B

Co-Chairs:

Maria Gonzalez- Associate Dean of Categorical Programs (Administration)
Callie Branan- Director of Outreach & Recruitment (Administration)
Kelsey Smith- OER Librarian Faculty

Team Members:

Lupe Alvarado- Tutorial Specialist (Classified)
Neomi Daniels- English Faculty
Francisca Andrade- Adjunct Librarian
Jennifer Twist-Greene- DSPS Counselor
Jacqui Shehorn- English Faculty and Academic Support Coordinator

Standard 2C

Co-Chairs:

Elmer Aguilar- Dean of Student Services (Administration)
Rupinder Raia- Counseling Faculty

Team Members:

Kathleen Schoenecker- Director of Financial Aid (Administration)
Diana Meehan- Adjunct Psychology and GED Faculty
Tyler McCollum- Adjunct Business Faculty
Wendy Denney- EOPS Counseling Faculty
Tina Simas- Student Services Secretary (Classified)
Zara Sims- Director of H.O.P.E. (Administration)
Sze Ki Liu- Adjunct Counselor

Standard 3

Co-Chairs:

Kathleen Schoenecker- Director of Financial Aid (Administration)
Oscar Villarreal- Director of Upward Bound and ASP (Administration)

Team Members:

Giselle Simon- CalWORKs & EOPS/CARE Counselor
Elena Orozco- WIN Center Technician (Classified)
Leonel Burgos- Counseling Faculty
Brian Abela- Chemistry Faculty
Lourdes Hernandez- Student Services Senior Secretary (Classified)

Standard 4

Co-Chairs:

Kurt Sterling- Dean of Educational Services (Administration)
Joel Rogers- Biology Faculty
Lourdes Hernandez- Student Services Senior Secretary (Classified)

Team Members:

Oscar Villarreal- Director of Upward Bound and ASP (Administration)
Rodney Ragsdale- Health/Kinesiology/Physical Education Faculty
Rene Paredes- History Faculty
Keith Brock- Adaptive Technology Coordinator of DSPS (Classified)

Co-chairs were responsible for taking templates and evidence during the Summer 2022 and using them to write an initial draft of the ISER document. The timeline from Fall 2022 forward was established by the College and District ALOs and has been followed throughout the process with regular communication of the efforts taking place throughout to the college and to the Board of Trustees. ([Intro-06](#))

Fall 2022

- Continue to revise ISER draft
- Address deficiencies identified during spring 2022 and update and revise processes to address deficiencies

Spring 2023

- Finalize ISER
- January through April 2023 – Finalize drafts and circulate through participatory governance committees
- April 2023 – Final draft circulated to constituency groups and 1st read for Planning and Governance Council (PGC)
- May 2023 – 2nd read for PGC; 1st read for Board of Trustees (BOT)

Summer 2023

- June 2023- 2nd read for BOT
- July 2023- final review for evidence links to confirm accuracy and accessibility
- August 1, 2023 - ISER Due to ACCJC

Fall 2023

- Team ISER Review Occurs
- College receives the Team’s Core Inquiry Report

Spring 2024

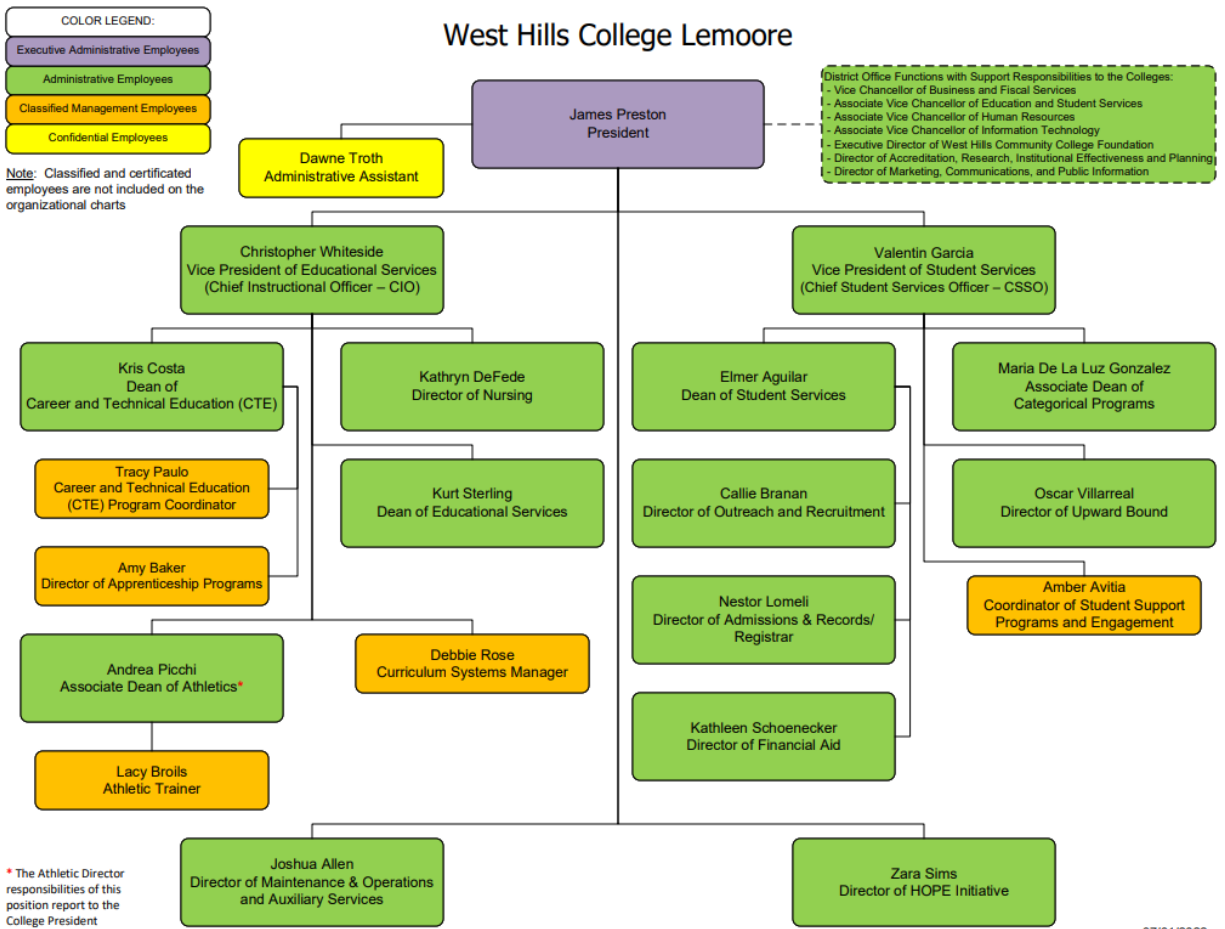
- Focused Team Site Visit

Summer 2024

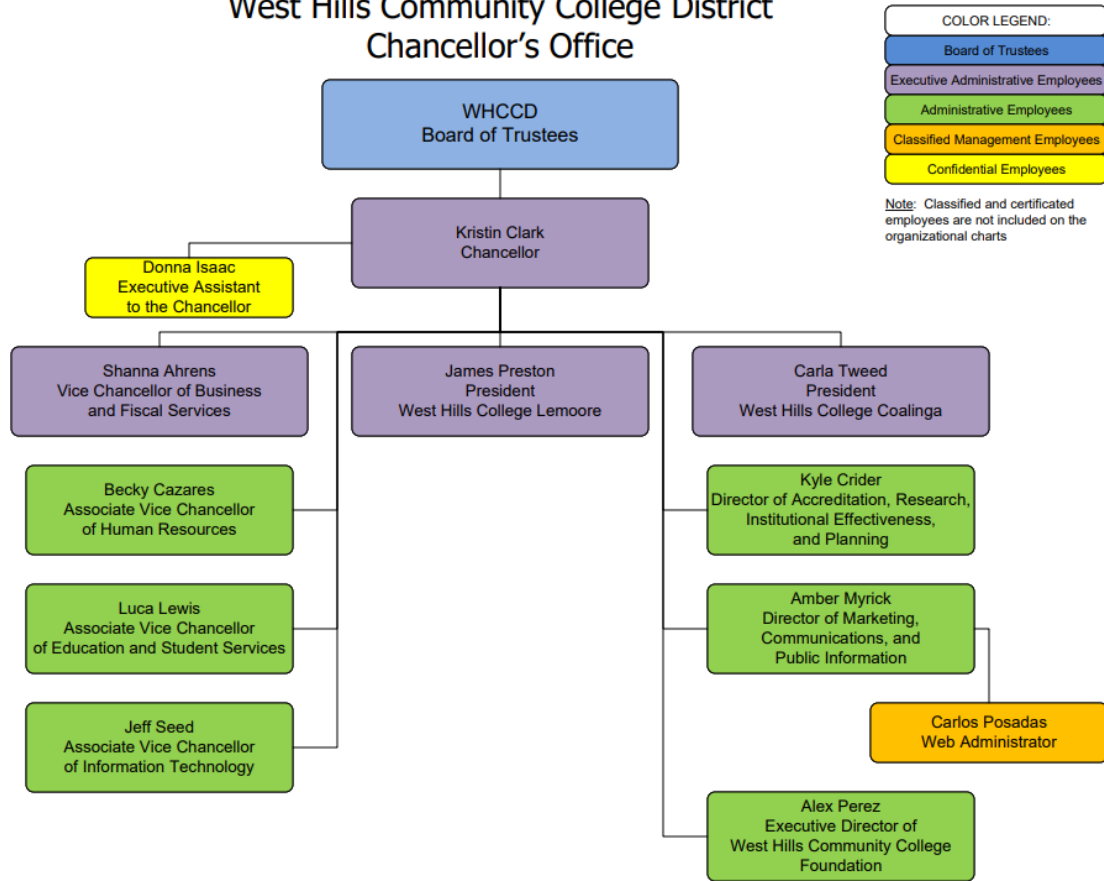
- June 2024 – Commission decision on college’s accreditation status

E. Organizational Information

The Organizational charts for West Hills College Lemoore and West Hills Community College District are reviewed and approved by the District’s Board of Trustees on an annual basis. Approved charts are published on the District website and show the college and district leadership structures, listing executive, administrative, and management positions. ([Intro-07](#); [Intro-08](#))



West Hills Community College District Chancellor's Office



07/01/2022

Additionally, the delineation of roles and responsibilities between the District Office and the college are outlined in the District Function Map. This document is maintained on the District website, and under the WHCCD District Governance Manual is reviewed and updated by the District Leadership Council on a biennial basis. ([Intro-09](#); [Intro-10](#))

F. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

West Hills College Lemoore (WHCL) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Through its accreditation, the College is authorized to operate as a degree-granting institution as one of two colleges in the West Hills Community College District (WHCCD). The authority for WHCL is the locally elected Board of Trustees that oversees the activities of the District's two colleges. The Board derives its authority from California Education Code 70902 and its status as the elected community entity that holds the institution in trust for the benefit of the public.

[\(Intro-11\)](#)

WHCL meets Eligibility Standard 1.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

WHCL has been an accredited institution of higher education since 2006. The College is operational with an unduplicated headcount of 5,885 in the 2021-2022 academic year, as reported by California Community Colleges Chancellor's Office (CCCCO) Management Information Systems Data Mart. The College is committed to serving its enrolled students and helping them achieve their goals: to pursue degree and certificate completion, to obtain career and technical education training, to receive basic skills education instruction, and to benefit from noncredit course offerings. Classes are offered during the following times: day and evening. Classes are offered in the following modes of instructional delivery: face-to-face, hybrid, and online. Courses offered are listed in the WHCL schedule of classes and WHCL Catalog, which are published annually and posted on the College's website. Course sections offered on the WHCL main campus, and adjunct community facilities are listed in the Schedule of Classes. Classes utilize a wide variety of scheduling patterns.

[\(Intro-12\)](#)

[\(Intro-13\)](#)

[\(Intro-14\)](#)

WHCL meets Eligibility Standard 2.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The WHCL 2021-2022 Academic Catalog contains a listing of 13 Associate in Science for Transfer (A.S.-T) Degrees, 11 Associate in Arts for Transfer (A.A.-T) Degrees, 13 Associate of Science (A.S.) Degrees, 15

Associate of Arts (A.A.) Degrees, 33 Certificates of Achievement, 15 Local Certificates, and one non-credit certificate. Each listing includes learning outcomes, required and elective courses, recommended sequence, and the total number of units required to complete the award. In the 2021-2022 academic year, WHCL students were awarded 95 Associate in Science for Transfer (A.S.-T) Degrees, 143 Associate in Arts for Transfer (A.A.-T) Degrees, 182 Associate of Science (A.S.) Degrees, 346 Associate of Arts (A.A.) Degrees, 24 Certificates requiring 30 to < 60 semester units, 348 Certificates requiring 16 to fewer than 30 semester units, 286 Certificates requiring 6 to < 18 semester units. and 0 noncredit certificates.

The overwhelming majority of WHC Lemoore's students are enrolled in associate degree programs, with 852 of 926 first-time students (92%) Fall 2021 having an associate degree as a declared program of study.

WHCL meets Eligibility Standard 3.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Chief Executive Officer of West Hills Community College District (WHCCD) is Dr. Kristin Clark. The Chancellor has served in this capacity since July 2021. The Chief Executive Officer of WHCL is Mr. James Preston, appointed President of the College by the Chancellor of WHCCD and confirmed by the Board of Trustees in December 2021. Mr. Preston commenced his duties and responsibilities with WHCL on January 1, 2022. The President serves as the College's Chief Executive Officer, with 100% full-time responsibilities to the institution. The job description states that the president "shall plan, organize, coordinate, administer, review and evaluate programs for the assigned college and center(s)." The President is not a member of the Governing Board. Since the last comprehensive accreditation site visit in 2017, WHCL has changed College leadership to Mr. Preston.

WHCL meets Eligibility Standard 4.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The institution can demonstrate financial accountability through the findings of an independent public agency secured by the WHCCD Board of Trustees to perform regular audits. In all fiscal matters, WHCL adheres to specific board approved policies and procedures governing the responsible allocation of funds to support educational programs and services.

[\(Intro-15\)](#)

WHCL meets Eligibility Standard 5.

G. Certification of Continued Institutional Compliance with Commission Policies

West Hills College Lemoore (WHCL) certifies that it continues to comply with the federal regulations noted below as well as Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The WHCL website contains an Accreditation webpage with a President's Message on Accreditation and details on the formative review of the College's Institutional Self-Evaluation Report (ISER) and when the accreditation site visit will be conducted. ([Intro-16](#)) The formative review of the College's ISER commences on October 17, 2023, and the focused site visit is set for February 19, 2024.

At a public meeting of the West Hills Community College District (WHCCD) Board of Trustees held on June 27, 2023, the College President formally informed the WHCCD Board of Trustees and members of the public of the dates of the formative review of the College's ISER and accreditation site visit. At that time, the College President also welcomed third-party comments and detailed how to submit third-party comments to the ACCJC.

The College's Accreditation page also includes a direct link to the ACCJC complaint process, which provides detailed information about complaints against member institutions, complaints against the Commission, and comments from third parties. ([Intro-17](#))

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

WHCL has established institution-set standards and assesses how well it achieves those standards for student achievement in pursuit of continuous quality improvement. The WHCCD Office of Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) produces data reports to support the college's Program Review process and publishes those reports on the Institutional Effectiveness webpage. ([Intro-18](#)) Additionally, the college publishes student achievement metric performance related to institution-set standards on its public website and within the Annual Report to the ACCJC posted on the college's Accreditation web page.
(Reference Standard I.B.3)

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

WHCCD and WHCL assure that the degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, synthesis of learning by establishing procedures for articulation with four-year colleges and universities,

and regularly reviewing all curricular offerings with appropriate Academic Senate involvement. ([Intro-19](#); [Intro-20](#); [Intro-21](#); [Intro-22](#); [Intro-23](#); [Intro-24](#); [Intro-25](#)) The Academic Senate's Curriculum Committee certifies the academic integrity of credit and non-credit classes and programs.

WHCL assures all programs are sufficient in content, breadth, and length through the Curriculum Committee approval process described in Standard II.A.2. A variety of offered programs of various durations of study to meet the needs of students pursuing educational goals at the college are provided. Programs have published student learning outcomes (PSLOs) developed by the faculty within the program. Program-level outcomes assessment is part of the ongoing assessment processes at the college. All new and revised instructional programs are reviewed and approved by the WHCCD Board of Trustees.

The College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, in addition to textbooks and other instructional materials, by providing an online Net Price Calculator in addition to annual Cost of Attendance information through the Financial Aid office. ([Intro-26](#); [Intro-27](#); [Intro-28](#)) The district maintains a Disclosure page the website, which houses individual notices of prescribed information to certain target audiences, including prospective students, currently enrolled students, current employees, parents, and the public as required by the federal Higher Education Act, the federal Equity in Athletics Disclosure Act, and guidance provided in the Code of Federal Regulations. ([Intro-29](#)) (Reference Standard II.A.5, II.A.9, I.C.6)

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

WHCL has approved policies and procedures to address the transfer of classes to other institutions. ([Intro-30](#); [Intro-31](#)) These policies and procedures are communicated to students and the public through the Academic Catalog and web pages. Transfer-of-credits include transfer to other colleges, Credit by Examination, External Exams (AP/CLEP/IB), course substitutions, military credit, and international credit. WHCCD has an established Board Policy and Administrative Procedure for transfer-of-credit such as Articulation, Credit by Examination, and Advanced Placement, which is made available through the WHCCD website. (Reference Standard II.A.10)

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

WHCL moves in compliance with AP 4105 on Distance Education and assesses its Distance Education (DE) courses for assurance of quality and accountability with a focus on the achievement of SLOs. ([Intro-32](#)) DE courses are identified during the course creation and/or revision processes using the DE Addendum portion of the Course Outline of Record (COR). ([Intro-33](#)) Using this addendum, faculty can select any or all of five modalities that they wish to utilize for a specific course: Fully online asynchronous, Online asynchronous with Proctored Exams, Online Synchronous/Video Conference, Hybrid, Emergency Condition Only. The Emergency Condition Only option is a new addition to the available modalities, allowing the college to offer the course online during emergency situations such as the mandatory COVID-19 campus closures. This addendum also prompts faculty to confirm that the course can be offered “while meeting Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)”. The

addendum also requires faculty to address how the instructor and the student will have regular and substantive contact, how the instructor and student will interact for the delivery of instructional objectives, and to address the face-to-face requirements of hybrid courses. Instructors teaching a course through DE must meet qualifications to teach DE and these qualifications are addressed in the CTA Collective Bargaining Agreement. [\(Intro-34\)](#) There are a variety of ways that faculty can qualify to teach an online course and instructional administrators are responsible for verifying that faculty are eligible. DE training is offered through a variety of venues such as in-house training through Educational Services and external training through @One. [\(Intro-35\)](#) Evaluation processes are in place to ensure the quality and effectiveness of online courses. All online courses are offered through the secure learning management system, Canvas. Following the Higher Education Opportunities Act of 2008, Canvas allows the college to verify the identity of a student who participates in an online class and receives academic credit by way of a secure username and password issued by WHCCD through Colleague. WHCL offers no Correspondence Education (CE) courses. (Reference Standard II.A.1, II.A.2, III.C.1)

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

WHCL has clear policies and procedures for handling student complaints. The Academic Catalog provides detailed information regarding significant policies affecting students, including grievance and complaint procedures. [\(Intro-36\)](#) The WHCL Accreditation webpage links directly to the ACCJC Complaint Process webpage and Complaint Form if a college constituent, including students and community members, wishes to file a formal complaint against WHCL. [\(Intro-37\)](#) Since the last comprehensive accreditation site visit in 2017, WHCL has not received any student complaints containing noncompliance issues. The External Evaluation Team can access any new complaints during their site visit In Spring 2024. (Reference Standard I.C.2 and I.C.13)

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

WHCL assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through regular review and updating of the Academic Catalog, publication of class schedules, maintenance of the College's website, and through course-related materials such as course syllabi. [\(Intro-38\)](#) WHCL also provides accurate information to students and the public about its accreditation status with all its accreditors. (Reference Standard I.C.1 and I.C.2.)

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

WHCL monitors and manages student loan default rates, revenue streams, and assets while working with WHCCD to ensure federal requirements, including Title IV of the Higher Education Act. Specifically, the College's Financial Aid Office is responsible for monitoring student loan default rates, revenue streams, and assets. The Financial Aid website contains forms, processes, and training materials related to Title IV. [\(Intro-39\)](#)

The College's Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25% for the six most recent consecutive fiscal years or if the most recent CDR is greater than 40%. Student loan default rates are monitored annually by WHCL's Financial Aid Office. The College's default rate is an acceptable 1.78 percent. Less than 30 percent is considered acceptable by the CCCC. The College complies with federal regulations regarding student loans by fulfilling the requirement to reconcile federal student loans monthly. Reconciliation documents are kept in WHCL's Financial Aid Office. ([Intro-40](#)) WHCL does not offer institutional loans and, therefore, collects no revenue.

Contractual agreements with external entities are consistent with WHCL's mission and vision. ([Intro-41](#)) Proper oversight is provided at WHCL and WHCCD to ensure that WHCL maintains its integrity in all contractual agreements. This oversight is demonstrated in numerous board policies specific to various types of contracts ([Intro-42](#))

WHCL uses its mission and goals as the basis for contractual agreements with external entities as central components of planning and decision-making. The College maintains its integrity with the consistency offered through its mission, goals, and policies. Furthermore, WHCCD also seeks contracts that align with its mission, goals, and policies. As a result, the District carries several contractual agreements, such as legal and auditing service agreements, maintenance agreements, lease agreements, and construction service agreements. Before entering a contract, WHCL and WHCCD administrators ensure that all terms of a given contract are acceptable and include termination language and Federal debarment language. In addition, a member of the Chancellor's Cabinet reviews all contracts. Similarly, a contract must be signed by the Vice-Chancellor of Business and Fiscal Services and must be ratified by the WHCCD Board of Trustees. (Reference Standard III.D.15 and III.D.16)

Commission Policy Evidence

[Intro-01](#) PGCMannual_PAR_pp28-29
[Intro-02](#) WHCCD_ISER_Timeline_11.2021
[Intro-03](#) PD.Day_SP23_Accred_ppt
[Intro-04](#) Accred.Mtg.Inv_10.28.22
[Intro-05](#) Acc_Meeting10.28.22_ppt
[Intro-06](#) WHCL_ISER_Timeline_SP23
[Intro-07](#) WHCCD_OrgCharts
[Intro-08](#) BoT_Mins_OrgChrtApprvl_7.26.22
[Intro-09](#) WHCCD_FuncMap
[Intro-10](#) DLC_Mins_5.11.22_FuncMap
[Intro-11](#) BP2200
[Intro-12](#) CCCC_Data_Mart_21_22
[Intro-13](#) SOC_Website
[Intro-14](#) Catalog_Website
[Intro-15](#) Financial_Discloures_Website
[Intro-16](#) Accreditation_Website
[Intro-17](#) ARIEP_Website
[Intro-18](#) ISS_PR_Web
[Intro-19](#) BP4020
[Intro-20](#) AP4020
[Intro-21](#) BP4050

[Intro-22](#) AP4050
[Intro-23](#) BP4235
[Intro-24](#) AP4235
[Intro-25](#) AP4236
[Intro-26](#) Net_Price_Calculator
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H. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates a strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

Standard 1A: Mission

1.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The WHCL mission statement clearly describes the college's educational purposes, outlines the targeted population, focuses on student learning and achievement, and addresses the degrees, certificates, and educational pathways available to students. The mission statement is reviewed regularly as part of the annual planning processes and as part of the shared governance process. The review of the mission statement is built into the requirements of the Planning and Governance Council (PGC) for an annual review in the fall semester with a wider review occurring regularly ([I.A.1-01](#)). The review cycle in 2020 included an Eagle Vision Planning session, which is a biennial gathering of various constituent groups from the college and from the outside community, where attendees work collaboratively to formulate the strategic plan and review the mission statement ([I.A.1-02](#); [I.A.1-03](#)). The suggested revisions made to the mission statement are reviewed by the Institutional Effectiveness and Student Success Committee (IESSC) who dialogue regarding the language and propose a final version to PGC. ([I.A.1-04](#)). The current mission statement was most recently reviewed and revised in Fall 2022 ([I.A.1-05](#); [I.A.1-06](#); [I.A.1-07](#); [I.A.1-08](#)) and the result of this work is the current mission statement which reads:

West Hills College Lemoore is dedicated to student learning and achievement by providing quality programs, pathways, and services that lead to certificates, associate degrees, transfer, and employment. Our college serves a diverse community who seek a cost-effective, relevant, and engaging educational experience. We are committed to ensuring accessibility for all students and aim to cultivate an inclusive, equitable, and collegial climate.

Analysis and Evaluation

The mission of the college clearly describes the college's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement. The revised mission statement included an additional sentence, "We are committed to ensuring accessibility for all students and aim to cultivate an inclusive, equitable, and collegial climate" that captures the key ACCJC requirements and recognizes the diversity of our ever-changing student population and our intent to focus on success for all students.

Based on data collected from the Eagle Vision Planning session in September 2022, minor revisions were suggested, and the PGC made minor changes to the mission statement in October 2022.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

WHCL regularly reviews and dialogues around data to determine how effective the college is in accomplishing its mission and how effectively the institutional priorities are meeting the educational needs of the diverse student population. The Office of Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) at WHCCD serves as the institutional research arm for both the college and the district; it is the official source of statistical data and houses all data used for various processes. [\(I.A.2-01\)](#).

WHCL subscribes to the Achieving the Dream (ATD) model of using data to identify areas for improvement and this model has been institutionalized through the governance process. During an ATD Coaching session in June 2022 a process was developed for identifying and launching college-wide initiatives [\(I.A.2-02\)](#). The College has established a culture of evidence that includes a regular review of college data into the shared governance process. PGC regularly reviews the Institutional Set Standards as required by ACCJC; college goals and key performance indicators; and the Vision for Success goals that are required by the California Community College Chancellor's Office [\(I.A.2-03\)](#). Additionally, the college utilizes data dashboards that are embedded in the Program Review process for instructional and institutional support programs to determine if students are achieving their educational and career goals, as well as a vehicle to make data-driven decisions related to program improvement, student success initiatives, and process improvement [\(I.A.2-04; I.A.2-05; I.A.2-06\)](#). Program reviews incorporate student success, enrollment, and completion data to assess and evaluate institutional effectiveness and priorities. [\(I.A.2-07\)](#). Where possible, data is aligned across various plans such as the Strategic Plan, Educational Master Plan, Student Equity Plan, and required plans and goals from the Chancellor's Office and ACCJC.

Institutional-Set standards (ISS) are reviewed each year by PGC. PGC is the venue for Program Review presentations required for all academic and institutional support programs and is also the venue for the review of ISS [\(I.A.2-08\)](#). PGC also makes recommendations for revisions to Institutional-Set standards each fall semester [\(I.A.2-03\)](#). Those recommendations are shared with the other shared governance committees on campus, such as the ProActive Student Success (PASS) Committee and the Institutional Effectiveness and Student Success Committee (IESSC), for data analysis and initiative implementation [\(I.A.2-09\)](#).

Analysis and Evaluation

WHCL consistently uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. WHCL joined the ATD network in 2014 [\(I.A.2-10\)](#) and through the ATD model, established a culture focused on using data to drive evidence-based, continual improvement activities to support student success and achievement.

ARIEP maintains over one hundred self-service data reports for district and college constituencies. These various reports and Tableau dashboards are accessible through the staff portal. At the college level, data reports encompass Student Services and Educational Services areas. Student Services

reports provide data on student support services to assist faculty and staff in identifying accomplishments and improvements needed, such as targeted services and interventions for students [\(I.A.2-11\)](#). Standardized dashboards are used for analysis in both Instructional and Student Support Program Review. These data include enrollment and student success rates within program courses, disaggregated by ethnicity, age, gender, economically disadvantaged status, and location [\(I.A.2-12\)](#).

- 3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

Evidence of Meeting the Standard

The Planning and Governance Manual establishes the college's mission as the guiding principle for all campus committees. Guided by the manual's section on the College's Philosophy for Decision Making, the Planning and Governance Council (PGC) is responsible for revising and making governance policy recommendations, communicating with respective stakeholders, college planning, and ongoing evaluation of college programs, plans, and initiatives to ensure alignment with the college's mission. [\(I.A.3-01\)](#)

One key element of Program Review is to ensure program alignment with the college mission, with both instructional and institutional support programs reflecting on the alignment of their program mission with the college mission. [\(I.A.3-02\)](#)

Through program review, the focus on the college mission extends into WHCL's annual budget allocation process as defined in the Planning and Governance Manual. [\(I.A.3-03\)](#) The WHCCD Strategic Plan, WHCL Strategic Plan, comprehensive Program Review, and SLO assessments are used in college planning and as a vital element in this outlined allocation process [\(I.A.3-04, I.A.3-05\)](#). These processes involve developing college goals and key performance indicators linked to the college's mission to guide decision-making, planning, and resource allocation.

Analysis and Evaluation

WHCL utilizes strategic planning sessions and comprehensive Program Reviews to ensure that programs and services are aligned with its mission and that the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The WHCL mission is consistently visible in the Program Review process for instructional and institutional support programs in the Program Review template. Each program must complete a full Program Review every four years with a midterm review every two years. Career Technical Education programs are required to complete a full Program Review every two years. Resource allocation is directly connected to Program Review requests through the Program Review process, and a resource allocation request list is compiled annually as part of the annual budget cycle with Program Review requests making up the majority of allocation requests.

- 4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

Evidence of Meeting the Standard

The WHCL mission statement is published through various mediums and institutional publications such as the College's website [\(I.A.4-01\)](#), Academic Catalog [\(I.A.4-02\)](#), Strategic Plan [\(I.A.4-03\)](#), and Planning

and Governance Manual ([I.A.4-04](#)). This statement is approved by PGC ([I.A.4-05](#)), reviewed by the WHCCD Board of Trustees ([I.A.4-06](#)), and is reviewed regularly and updated as needed ([I.A.4-07](#)).

Analysis and Evaluation

WHCL publishes its mission across a variety of formats and reviews it regularly to determine if it needs updates or revisions. The review and approval processes are embedded into the participatory governance process, which engages and solicits feedback from all constituency groups at the college.

Conclusions on Standard I.A: Mission

The WHCL mission describes the college's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The College uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students. The College is working on a better process to operationalize initiatives based on data and refine the role of the college data team in the governance process. The College's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. WHCL articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated, as necessary.

Improvement Plan(s)

The College will continue to work on refining the process to operationalize initiatives based on data and further refine the role of the data team in the governance process. The timelines for continued review and refinement of these processes are outlined in the Quality Focus Essay.

Evidence List

[I.A.4-01](#) PGCMannual_PGCAgenda_p17
[I.A.4-02](#) EVPAgenda_09-25-20
[I.A.2-03](#) EVP_09-25-20_ProposedMissionStmnt
[I.A.4-04](#) IESSCMinutes_10-05-22_p5
[I.A.4-05](#) EMPMissionStmntPoll
[I.A.1-06](#) PGCMMinutes_09-28-22_p3
[I.A.1-07](#) PGCMMinutes_10-12-22_p4
[I.A.2-01](#) ARIEP_TableauDashboard_portal
[I.A.2-02](#) InitiativeWorkflow
[I.A.2-03](#) PGC.Mins_11.30.22_ISSRevw
[I.A.2-04](#) SuccessMetricsDashboard
[I.A.2-05](#) CrseSuccess_EquityData
[I.A.2-06](#) DegreeCertificateData
[I.A.2-07](#) ProgRev_ITEC_pp5-6
[I.A.2-08](#) PGCMannual_AnnualAgenda_pp16-18
[I.A.2-09](#) IESSC_PGCRecommendation
[I.A.2-10](#) ATDKickoffSched
[I.A.2-11](#) StdntServRpt
[I.A.2-12](#) ProgRev_DataDashboard_AOJ
[I.A.3-01](#) PGCMannual_Mission_pp3-5
[I.A.3-02](#) ProgRev_HS_MissionAlign_p7
[I.A.3-03](#) PGCMannual_BudgetProc_pp7-9

[I.A.3-04](#) BOT_Mission_ppt
[I.A.3-05](#) ProgRev_Library_SP23
[I.A.4-01](#) WHCL_Mission_Vision_web
[I.A.4-02](#) Ctlg_Mission_Vision_web
[I.A.4-03](#) StrategicPlan2021-2026_p4
[I.A.4-04](#) PGCMannual_Mission_pp3-5
[I.A.4-05](#) PGCMminutes_MissionApproval_p2
[I.A.4-06](#) BOTMinutes_Mission_p1
[I.A.4-07](#) PGCMannual_PGCAgenda_p17

B. Assuring Academic Quality and Institutional Effectiveness Academic Quality

I.B.1 The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

WHCL demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through a variety of venues such as learning area meetings ([I.B.1-01](#)), campus committees, and college processes. The Planning and Governance Council (PGC) is the primary participatory governance committee at the college and dialogue around student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement is built into the annual agendas of PGC and the various governance committees that report to PGC ([I.B.1-02](#)). Collegewide, this dialog also occurs during Eagle Vision Planning sessions, which form the basis of the college's strategic plan. Various constituencies representing a variety of roles and responsibilities within the institution and the surrounding community come together to discuss institutional effectiveness, reflecting on both qualitative and quantitative data, and identifying gaps in student achievement ([I.B.1-03](#)).

Regular dialog regarding student outcomes and achievement is evidenced in the Outcomes and Assessment Committee (OAC) meeting discussions which illustrate plans to formulate assessments and reflections for all levels of outcomes ([I.B.1-04](#)). The plan is coupled with support for faculty and training to continue the dialog outside of the committee confines ([I.B.1-05](#); [I.B.1-06](#)). OAC also develops an assessment cycle plan wherein all course-level SLOs are scheduled for assessment at least once within the two-year cycle ([I.B.1-07](#)). Course Level Outcomes (CSLOs) are mapped to Program Level Outcomes (PSLOs) and Institutional Level Outcomes (ISLOs) in the eLumen system which allows for regular review and discussion around improvement of student achievement and learning.

Dialog regarding social justice and student equity are evident in multiple venues and most recently highlighted by the formation of the Social Justice and Equity Task Force (SJETF), the launch of the Having Opportunity and Purpose through Education (HOPE) Initiative, and participation in Achieving the Dream (ATD). The SJETF taskforce showed commitment to student equity, highlighting plans for various subgroups to focus on distinct aspects of Diversity, Equity, and Inclusion (DEI). ([I.B.1-08](#)). SJETF launched in 2020 and began the work toward transformative change for racial justice and equity for all and the work has now been embedded into the structure of the college with a key driver being the HOPE initiative ([I.B.1-09](#); [I.B.1-10](#)). The focus of the HOPE Initiative, funded in part by an award from Mackenzie Scott ([I.B.1-11](#)), is to surface social inequities at the college and in the local community that

the college serves and address these deficiencies with various support efforts. This includes awareness activities that allow for courageous conversations between students, staff, faculty, and administration that are self-reflective and built on a culture of trust across the college ([I.B.1-12](#)). WHCL uses the ATD student focus group protocols to gather feedback from students on issues related to instruction, success, textbooks costs, and barriers. Guided by ATD protocols, the college utilizes student data to address a variety of quality, effectiveness, and success issues. This process ensures the student voice is the consistent focus of dialog regarding student learning and achievement. The College also uses that student voice to communicate the need for improvement in these areas. Using this model, the college was an early adopter of interventions to address English and Math success, even before the statewide adoption of Assembly Bill 705. In 2020, the college shared broadly the data relative to AB 705 implementation in English and Math, addressing academic quality of the first full year of implementation and highlighting success rates ([I.B.1-13](#)). WHCL also uses quantitative data to supplement the qualitative feedback collected from students. ([I.B.1-14](#), [I.B.1-15](#))

Data dashboards (discussed in detail in sub-standard I.B.4) have been another powerful channel for evaluating student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. These data dashboards are available to all constituency groups to review and address academic quality and dialog around course success rates, degrees awarded, certificates awarded, and transfers ([I.B.1-16](#)). The role of data dashboards in sustained, substantive, and collegial dialog is evidenced in Program Reviews for instructional and institutional support programs. Program reviews for History ([I.B.1-17](#)), Communications ([I.B.1-18](#)), and Administration of Justice ([I.B.1-19](#)) describe changes and progress with academic quality within each program. Program reviews for DSPS ([I.B.1-20](#)) and Admissions and Records ([I.B.1-21](#)) illustrate the dialog that occurred during the Program Review process to address institutional effectiveness. The Program and Accreditation Review (PAR) committee structure assigns coaches to support faculty, staff, and administration during the drafting of their program review ([I.B.1-22](#)). Each coach is trained to support their review of data, both qualitative and quantitative, and is encouraged to coach their reviewer with questions that inspire thought and deep dives into the program's effectiveness and potential for improvement, recognizing that all programs are on a continuous improvement cycle and can benefit by doing so ([I.B.1-23](#)). The data dashboards have been particularly critical to reflective and comprehensive Program Review at the college. Coupled with first-hand experience from faculty and staff, the data dashboards highlight issues that might not normally be seen relative to success and disproportionately impacted groups. They allow teams completing these reviews to disaggregate data based on ethnicity, age, time of day, location, and modality for instructional programs.

I.B.1 Analysis and Evaluation

WHCL has a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement which is seen across the college in various shared governance committees, college initiatives, and other collaborative group frameworks. College committees are organized, structured, and collaborative with representation that envelopes all roles, responsibilities, and constituencies. There is significant overlap among these committees to ensure ideas and issues are addressed through multiple lenses. One example of this is student outcomes which are addressed in PAR, IESSC, and OAC in addition to the conversations that occur between faculty in discipline and learning area meetings.

OAC is central to the discussion of student outcomes and achievement. This committee has faculty representation from all learning areas, as well as instructional and student services administrators, to ensure the assessment of student learning and achievement across the college. Outcomes and

assessments have been a continuous effort for improvement over the last several years and will continue to evolve in the future toward greater alignment to learning at the College. The College has prioritized regular professional development to build capacity for outcomes and assessment.

Social equity and justice have been a focus of collegewide conversations within the SJETF, HOPE Initiative efforts, and ATD participation. ATD has been a valued partner in cultivating student voices relative to SJETF, HOPE Initiative, and other efforts across campus.

Data dashboards are visible across the college and provide a just-in-time look at student achievement, persistence, retention, success, equity, and other factors. Faculty, staff, and administration can view data through the lens of a course, a program, or a college. This has been an invaluable tool for institutional effectiveness as the data are available to all and used across participatory governance committees as well as departmental meetings. Data dashboards enable facilitated conversations between faculty, staff, and administration relative to the story that the data reveals. These conversations continue into Learning Areas where there is a continued dialog around continuous improvement of academic achievement. Results of these conversations are seen in the assessment and evaluation of previous goals and planning for new goals, which further acknowledges continuous improvement of academic achievement.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

WHCL defines and assesses program student learning outcomes (PSLOs) for all instructional programs and Service Area Outcomes (SAOs) for all student and learning support services. The College communicates these definitions and expectations in the Planning and Governance Manual ([I.B.2-01](#)). The College uses the eLumen system for curriculum, outcomes, and program review integration. Both instructional PSLOs and student and learning support SAOs are housed in the eLumen system and mapped to program review and to Institutional Learning Outcomes ([I.B.2-02](#); [I.B.2-03](#)).

Instructional programs and institutional support programs (student and learning support services) are evaluated every four years with a midterm after two years; Career Technical Educational instructional programs are on a two-year cycle. PSLOs are assessed by virtue of curriculum mapping of course student learning outcomes (CSLOs) ([I.B.2-04](#)). CSLOs are reviewed on a two-year cycle following the plan set forth by OAC as described in sub-standard I.B.1. PSLO data generated by curriculum mapping are reviewed and reflected upon during the Instructional Program Review process ([I.B.2-05](#)).

The SAO process was a work-in-progress for quite some time as institutional support programs researched the best platform to map, track, and measure SAO effectiveness. This process began with using eLumen with SAOs entered as SLOs; however, since the eLumen structure was designed for curriculum, it did not fit the needs of student services. As a fix, SAOs were defined, modified, tracked, and assessed within Program Review; however, this strategy still did not fully meet the needs of these programs as this method does not allow for the SAOs to be public and iterative. Most recently, these programs collaborated with OAC and designed SAOs to exist in eLumen through the strategic planning feature, wherein goals are either aligned with ISLOs or collegewide strategic goals. This allows SAOs to live in the eLumen system in a format that makes sense for the program and is open to modification outside of the Program Review cycle. They have, by virtue of this change, become living outcomes for institutional support programs. Regular assessments of SAOs are now connected to the Program

Review process and on a defined cycle ([I.B.2-06](#), [I.B.2-07](#)). Continuous support of PSLO and SAO assessment is provided through ongoing professional development activities and dialog with OAC ([I.B.2-08](#)).

I.B.2. Analysis and Evaluation

WHCL defines and assesses outcomes on a regular cycle for all instructional programs and institutional support programs (student and learning support services). Since the last accreditation cycle, the College has worked diligently to move to an integrated platform in eLumen and move to a culture of authentic and ongoing assessment. There has been ongoing training and support for eLumen resulting in an integrated system and a deepening of reflection and understanding of SLOs and SAOs. The College meets regularly with representatives from eLumen and will continue to work with eLumen in working through systems and data challenges as they arise.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard

WHCL establishes institution-set standards (ISS) for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information on the college website ([I.B.3-01](#)). Course and program level institution-set standards for student achievement are assessed through the Program Review processes ([I.B.3-02](#)). Job placement institution-set standards are reviewed and adjusted, as needed, by Career Technical Education (CTE) advisory committees ([I.B.3-03](#)). Other collegewide standards, such as degree completion, are reviewed and revised annually by PGC in the fall semester ([I.B.3-04](#)). These reviews and as-needed revisions include the College's defined stretch goals. While institution-set standards define minimum acceptable performance, the stretch goals define exemplary performance and inspire growth within the college ([I.B.3-05](#)).

WHCL revised local institution-set standards definitions in Fall 2019 to better align with the California Community College Chancellor's Office (CCCCO) Vision for Success (VFS) goals ([I.B.3-06](#)). The alignment of the ISS and VFS goals was a key consideration in the process for the adoption of the college-wide goals and the development of the Strategic Plan. The development of the Strategic Plan included several planning sessions hosted by the College President inviting all constituency groups to participate in dialog related to the establishment and future implementation of the goals ([I.B.3-07](#)). The WHCL Strategic Plan outlines how the College's North Star of student learning and achievement is tracked through ISS and VFS data and how student success is guided by ongoing planning, strategies, and initiatives ([I.B.3-08](#)).

I.B.3. Analysis and Evaluation

WHCL establishes institution-set standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. The College's assessment, review, and revision practices ensure that all constituency groups, including external partners, are aware of the college performance in relation to the institution-set standards and have a voice in the determination of the standards themselves as well as the college's stretch goals.

I.B.4. The institution uses assessment data and organizes its institutional processes to support

student learning and student achievement.

Evidence of Meeting the Standard

WHCL uses assessment data and organizes its institutional processes to support student learning and student achievement. ARIEP has designed numerous data dashboards to assist with department and program evaluation, which are available on the ARIEP Department website [\(I.B.4-01\)](#).

Evidence of the College using this data and organizing its institutional processes to support student achievement can be found when examining the WHCL Program Review processes, which are overseen by PAR [\(I.B.4-02\)](#). Data dashboards are included in WHCL's Program Review Template for instructional programs allowing faculty and staff to have convenient access to information [\(I.B.4-03\)](#). Data dashboards show course success and transfer rates, degrees and certificates awarded. Filters allow for deeper analysis by disaggregating data by categories such as gender, ethnicity, age, location, and course modality. Data related to licensure pass rates are provided and annually reviewed for the College's programs that require licensure such as the certified nursing assistant, registered nurse, and paramedic programs [\(I.B.4-04\)](#). The ARIEP Office has also developed data dashboards specific to institutional support programs which provide both a general set of data for student support and customized data for the department based on departmental request [\(I.B.4-05\)](#).

Data on both student learning and student achievement are integral to program review for both instructional and institutional support programs. This data serves as the cornerstone of program review, and ultimately is used to inform the future goals and resource requests for each program to improve its effectiveness and to better support student success. Once completed, all Program Reviews are presented to the Planning and Governance Council, where program goals and resource requests are reviewed and discussed. This promotes an integrated approach to planning, giving all constituency groups the opportunity to review the results of each program's data analysis to better understand how that connects to annual resource requests and college planning [\(I.B.4-06\)](#).

At the individual student level, WHCL faculty, staff, and administration use the Civitas Inspire case management platform to review data regularly for students who are currently enrolled at the college. The platform provides predictive data on student persistence and connects to the Canvas Learning Management System so that instructional and counseling faculty can see current information on key course-level success indicators such as course grades and frequency of course logins [\(I.B.4-07\)](#). Additionally, the platform logs staff notes related to student outreach and appointments, providing for improved communication across departments [\(I.B.4-08\)](#)

I.B.4. Analysis and Evaluation

WHCL uses assessment data and organizes its institutional processes to support student learning and student achievement. This standard is maintained using several data dashboards, resources, and online access points for data on student achievement that are used regularly for decision-making. These dashboards are routinely revised, updated, and communicated broadly to the WHCL community. Data is reviewed and analyzed regularly through institutional processes such as Program Review and the utilization of Civitas Inspire which facilitate the creation of new goals to aid in student achievement.

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.5. Evidence of Meeting the Standard

WHCL uses its Program Review process to evaluate the goals of programs and services, student learning outcomes, and student achievement, thereby assessing its overall mission accomplishment. Program review includes the review and assessment of program outcomes conducted every four years, with a two-year midterm review for all instructional and institutional support programs, except for Career Technical Education programs that complete a full review every two years as required by state education code and AP 4020 [\(I.B.5-01\)](#). To begin this continuous improvement process, PAR members review and update the Program Review template in the fall semester to reflect the needs of both the academic and student services programs [\(I.B.5-02\)](#). Review of the Program Review templates has been an ongoing effort to create a user-friendly and comprehensive tool for Program Review utilizing the eLumen platform. Though similar in overall content, the template provides embedded faculty instruction versus an external handbook, guided direction for each section of the review, and a section for the program's most current resource allocation request [\(I.B.5-03\)](#).

In addition to the learning outcomes data assessed in program review, programs reflect on student achievement data that is provided through the Instructional Program Review Dashboard and Non-Instructional/Institutional Support Program Review Dashboard. These provide the program with a comparison of program data to Institution-Set Standards as well as disaggregated student success data based on race/ethnicity, gender, age, and course modality. Through PAR, program leads are also provided instruction on disaggregating data to help them examine and address the success of disproportionately impacted student groups in their respective programs [\(I.B.5-04\)](#).

Additionally, WHCCD's ARIEP Office provides a number of other dashboards and data sources for use in ongoing college analysis and decision-making. These include dashboards focused on the district's Student Drop Survey and Student Satisfaction Survey [\(I.B.5-05\)](#), as well as the Cohort Momentum Metrics dashboard [\(I.B.5-06\)](#) that has been used as the basis for formulating goals for the recent Student Equity and Achievement Plan. In all cases, these dashboards provide decisionmakers with the ability to disaggregate students by a number of subpopulations and demographics in support of the equity efforts and goals of WHC Lemoore's Strategic Plan [\(I.B.5-07\)](#).

I.B.5. Analysis and Evaluation

WHCL's Program and Accreditation Review Committee (PAR) continues to provide programs and service areas the opportunity to not only reflect on their alignment with the College mission and vision, but to also engage in dialog with colleagues across the campus regarding individual program strengths and/or opportunities for growth and development, supported by trained Program Review coaches whose role is to assist in their analysis of quantitative and qualitative data. Program review results and analysis are presented to the Planning and Governance Committee (PGC) which provides direct feedback from committee members to deliver programs and service areas support for continuous improvement.

Full implementation of eLumen has allowed WHCL to link and more fully integrate these processes. As described and evidenced in previous sub-standards, this has led to much more comprehensive and reflective Program Reviews for instructional and institutional support programs.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

I.B.6. Evidence of Meeting the Standard

WHCL disaggregates and analyzes learning outcomes and achievement for subpopulations of students through its Program Review process. As evidenced in I.B.5, Program Review processes require both instructional programs and institutional support services to reflect on the degree to which the program is meeting student needs. The review process includes examination and assessment of learning outcomes and service area outcomes as well as considering qualitative measures of student satisfaction presented in regular faculty evaluation processes through student surveys and data related to student success (i.e., retention and completion rates, placement data, transfer rates, and data regarding overall program learning outcomes and disproportionate impact). When a disproportionate impact is identified, programs develop interventions and actions to support the impacted population ([I.B.6-01](#)). Clear evidence of this can be found in the Program Review processes for instructional and institutional support programs and services, as illustrated through the Institutional Data reporting site ([I.B.6-02](#)).

In addition to Program Review, the College analyzes other surveys and plans to help identify performance gaps for students and subpopulations of students. Questions regarding basic needs were included in the 2021-2022 and 2022-2023 student satisfaction survey and during Spring 2023 a statewide RealCollege survey was distributed to our students ([I.B.6-03](#)). These various surveys identified significant food and financial issues for students ([I.B.6-04](#)). Financial and food insecurity can affect student success and achievement. The college's response to this need was the establishment of the Golden Eagle pantry to allow students to focus more on academics and less on how they can afford to eat or feed their families ([I.B.6-05](#), [I.B.6-06](#)).

Disaggregation of data and identification of performance gaps is also a key element of the College's Student Equity and Achievement Plan (SEAP) which uses data provided by the California Community College Chancellor's Office to identify disproportionately impacted student groups ([I.B.6-07](#)). The College also uses local disaggregated cohort data provided by ARIEP to track student outcomes as they relate to the identified disproportionately impacted student populations. The SEAP itself is a three-year plan that outlines the College's target outcomes, structural evaluation, planning and action, and support needed to close achievement gaps of the identified populations related to the given success metrics (i.e., enrollment, completion of transfer-level math and English, retention, unit completion, transfer, and program completion) ([I.B.6-08](#)). The SEA planning and data lead to reallocation of human, fiscal, and other resources to mitigate achievement gaps. The SEAP identified our men of color and Black students among some of the groups who have been disproportionately impacted during the years of the pandemic and the college has initiated a number of outreach and support initiatives to support the recruitment, enrollment, support, and completion for this student population group ([I.B.6-09](#), [I.B.6-10](#)) In addition to reviewing the success, retention, and completion gaps through program review, the college regularly reviews and strategizes based on enrollment analytics through the monthly Enrollment Huddle (E-Huddle) meetings ([I.B.6-11](#)). This allows the college to track enrollment patterns and measure the efficacy of outreach strategies to the general student population and for disproportionately impacted groups.

I.B.6 Analysis and Evaluation

WHCL's Program Review process has been designed to ensure excellent educational programs and support services that address student and community needs. This process relies on the analysis of quantitative data. ARIEP assists with the presentation of disaggregated data for subpopulations of students through the Program Review data dashboards mentioned in this and previous sub-standards. The primary disaggregation of data is focused on understanding the impact of programs and services on disproportionately impacted student groups. When performance gaps are identified, strategies are implemented which may include allocation or reallocation of resources to mitigate those gaps and evaluate the efficacy of those strategies. Examples include the expansion of the Golden Eagle Pantry and the development of the Student Equity and Achievement Plan (SEAP).

The five student populations identified in the 2022-2025 SEAP are Hispanic or Latino students, Black or African American students, male students, student with disabilities, and American Indian or Alaska Native students. The College will focus on these five student populations to close achievement gaps in successful enrollment; rate of completion of transfer level math and English; rate of retention from primary to secondary term; transfer success; and completion of a degree or program within three years.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.7. Evidence of Meeting the Standard

In accordance with WHCCD Board Policy (BP) and Administrative Procedures (AP) 2410 Policy and Administrative Procedure, WHCCD and WHCL regularly evaluate policies and practices across all areas of the institution and district ([I.B.7-01](#), [I.B.7-02](#)). The governance structure of the College was established to regularly evaluate policies and practices, and to support academic quality, institutional effectiveness, and accomplishment of the College's mission. The shared governance committees' structure, mission, and goals are evidenced in WHCL's Planning and Governance Manual. Governance committees include Budget Allocation Committee (BAC), Facilities and Safety Committee (FSC), Institutional Effectiveness and Student Success Committee (IESSC), Outcomes and Assessment (OAC), Program and Accreditation Review (PAR), Professional Development Committee (PDC), and Lemoore Technology Committee (LTC) ([I.B.7-03](#)). The charge of these committees is to engage all constituent groups in sustained, substantive, and collegial dialog about institutional effectiveness in supporting academic quality and accomplishment of the mission. To promote participation in the shared governance committees, WHCL adopted a "College Hour," which is a dedicated time slot for committees and group works to meet ([I.B.7-04](#)). During the 2019-2020 academic year the College created a "College Hour" on Mondays and Wednesday from 2:30 p.m.-4:00 p.m. and many shared governance committees and faculty committees such as the curriculum committee and academic senate are scheduled during this period. The Educational Services administration are intentional about not scheduling full-time faculty during the College Hour, where possible, to increase participation in governance committees.

WHCL's Planning and Governance Council (PGC) is the shared governance communication tool for all college constituent groups ([I.B.7-05](#)). PGC provides collaborative and vetted recommendations to the College President, reviews and considers recommendations from other committees, and reviews district board policies and administrative regulations as required ([I.B.7-06](#)). PGC also reviews and evaluates progress toward achieving the College's goals specified in the Strategic Plan, which outlines

goals and key performance indicators to help ensure student learning and achievement [\(I.B.7-07\)](#). Each of the participatory governance committees provides a year-end report to PGC that highlights accomplishments and also provides recommendations for improvements based on committee dialogue and a biennial effectiveness survey [\(I.B.7-08\)](#). Based on the committee input, PGC reviews and revises (as necessary) the Planning and Governance Manual which serves as the primary document that drives and outlines participatory governance. The college also started the practice of summer strategy sessions in June 2022 to provide more time to evaluate and improve processes and utilized the expertise of an assigned Achieving the Dream coach to help support the process [\(I.B.7-09\)](#).

I.B.7. Analysis and Evaluation

Through WHCL's shared governance structure, the institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource allocation and reallocation, decision-making, and committee structure/processes to assure their effectiveness in supporting academic quality and achievement of the College's mission.

The shared governance structure includes seven separate subcommittees that each have representation from all constituent groups which has led to an expansion of institutional dialog and involvement across all areas. Each governance committee is responsible for completing actions in the annual agenda as outlined for each committee along with its role, goals, and products. The governance committees report directly to the PGC, ensuring all constituent groups are aware of each committee's current endeavors. These reports include progress on their annual agenda, assigned goals, roles, and products at the PGC meetings. The BAC, PAR, and OAC among others consistently evaluate their processes and practices to processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.8. Evidence of Meeting the Standard

WHCL broadly communicates to the campus constituencies and communities the results of its various assessments and evaluation activities, which has led to a shared understanding of opportunities, strengths, and weaknesses for shared governance committees to explore. The various avenues for such communication include PGC [\(I.B.8-01\)](#), institutional research dashboards [\(I.B.8-02\)](#), constituency surveys [\(I.B.8-03\)](#), institutional master planning activities [\(I.B.8-04\)](#), shared governance committees [\(I.B.8-05\)](#), and learning area meeting [\(I.B.8-06\)](#).

An example of how the college uses data to set appropriate priorities is the budget allocation process set through program review. Embedding the resource allocation request in the review process has allowed all programs to reflect upon the efficacy of their program, the data that supports the strength or weakness of the program, and then leads them naturally into identifying resourcing to address improvement [\(I.B.8-07\)](#). Though embedded into Program Review, the resource allocation request is also available campuswide [\(I.B.8-08\)](#). Budget allocation requests then work their way through the budget allocation process and results of funding are communicated back to the College through the College President [\(I.B.8-09\)](#).

Another example includes the Eagle Vision Planning Sessions wherein representatives from every constituent group, including community partners, review the College's performance in areas such as institution-set standards and key performance indicators and make recommendations on college improvements ([I.B.8-10](#)).

I.B.8. Analysis and Evaluation

WHCL has established a culture of data-informed decision-making with shared communication of the evaluation and assessment data and activities. This culture has established a shared understanding of WHCL's opportunities for growth and continued strength. The various touchpoints aid the college in recognizing its collective strengths and opportunities for growth, and they empower constituencies to participate in the development of strategies for continuous improvement. Furthermore, given that each of these touchpoints includes a diverse set of participants including students, classified staff, faculty, and administration, they also assist in providing a comprehensive view of institutional activities and impacts on student success.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

I.B.9.Evidence of Meeting the Standard

In accordance with BP and AP 3225 Institutional Effectiveness ([I.B.9-01](#); [I.B.9-02](#)) and BP and AP 3250 Institutional Planning ([I.B.9-03](#); [I.B.9-04](#)), WHCL engages in continuous, broad-based, systematic evaluation and planning as evidenced in the various institutional plans, including the Strategic Plan ([I.B.9-05](#)), Educational Master Plan ([I.B.9-06](#)), Facilities Master Plan ([I.B.9-07](#)), and Guided Pathways Scale of Adoption and Assessment ([I.B.9-08](#)). Evidence of WHCL's engagement in continuous, broad based, systematic evaluation and planning is also evidenced in the WHCCD's Master Planning study session, 2021. ([I.B.9-09](#)). The presentation is an example of the integrated institutional planning between WHCL and WHCCD.

As described in I.B.1 and I.B.2., WHCL's Program Review process allows for an integrated process for Program Review, planning, and resource allocation. Aside from reviewing data and ensuring program alignment with the College mission, the Program Review Template ([I.B.9-10](#)) also provides areas for reviewers to voice program action plans and identify budget needs. As described in I.B.8, WHCL's Resource Request process is an annual process linking to program goals, college mission statement, student learning outcomes for instructional programs and service area outcomes for institutional support programs, and the Planning and Governance's established priorities. The inclusion of resource requests in the Program Review process has resulted in better alignment of submissions and resource allocation. The annual budget allocation process is detailed fully in the PGC Manual ([I.B.9-11](#)). This shows the flow of discussion and attention to resources arising from Program Review. To culminate the process, a comprehensive report of the Program Review is presented to PGC. Because the PAR Committee and PGC are composed of faculty, staff, students, and administrators, this process provides diverse perspectives, broad feedback, and a comprehensive approach to improving programs and services ([I.B.9-12](#); [I.B.9-13](#)).

In addition to the financial and human resources explored by PGC, the Technology Committee evaluates and analyzes the technological resource requests to support student success and WHCL's

mission. This is evidenced in the role and goal of the committee [\(I.B.9-14\)](#). This committee has evolved since its inception. Originally, representation was at large; however, with the implementation of the “total cost of ownership” analysis for new technology requests [\(I.B.9-15\)](#), each learning area now has a representative at the table to discuss innovative technologies and their potential use and cost at the institution.

Additionally, a focus during the past two years has been the reimagining of the work of IESSC. Under this new format, IESSC will examine each Program Review submitted to find deficiencies, disproportionate impacts, a gap in services across programs and recommend broader initiatives that reach beyond the scope of just a single program review. This new workflow provides a structure to the idea of how an idea becomes an effort [\(I.B.9-16\)](#).

Long-range needs are addressed in the Educational Master Plan (EMP) and the Facilities Master Plan (FMP). The EMP outlines the 10-year foci for the College regarding the development of new programs or the restructuring of existing programs to amplify strengths and address areas of weaknesses, opportunities, and threats identified through SWOT analyses conducted during an initial, small group planning session [\(I.B.9-17\)](#) and a larger, collegewide planning session [\(I.B.9-18\)](#). An example of an identified long-range need is the need to provide targeted support for non-traditional students [\(I.B.9-19\)](#). In the same fashion, the FMP outlines and guides the short-term and long-term needs for physical buildings and infrastructure. The current FMP has guided such projects as the conversion of the former bookstore space to the WIN Center and the new instructional VAAS building during the past five years. The college and district are currently working together to build the new FMP with plans to complete the process by the end of Fall 2023 [\(I.B.9-20\)](#).

I.B.9. Analysis and Evaluation

WHCL engages in integrated planning, incorporating Program Review, planning, and resource allocation in a comprehensive process that supports its mission, improvement of institutional effectiveness, and academic quality. In addition, the governance processes designed through its committee structure, allow for institutional planning that addresses both short-term and long-term goals and objectives related to educational programs and services for human, facilities, technological, and financial resources.

The processes described in WHCCD’s Master Planning Study Session document identify the ways that the constituent groups participate and contribute to district-level, long-term and short-term planning to promote student success [\(I.B.9-21\)](#). Though the two colleges have independent cycles of integrated planning, the components are linked to one another as well as to district-level planning. WHCL’s overall goals, objectives, and action plans collectively contribute to the achievement of established WHCCD goals.

WHCL’s PAR Committee and the Program Review process provide programs and service areas the opportunity to not only reflect on their alignment with the College mission and vision, but to also engage in dialog with colleagues across the campus regarding individual program strengths, and/or opportunities for growth and development. These efforts are supported by trained Program Review coaches whose role is to assist in their analysis of quantitative and qualitative data. This has allowed for the overall process to initiate broader dialog across the institution with improved integration of the process into the planning and resource allocation processes. All academic and student service programs conduct research annually for ongoing improvement and possible financial requests, based

on outcome data, through WHCL's resource allocation process. Outcome data from the Program Review process drives the overall needs of a department or service area which may include faculty, non-faculty, professional development, facilities, or other financial resources.

Long-range needs are identified and addressed through the EMP and FMP. The EMP was developed using SWOT analyses based on internal, external, and labor market data and higher education trends identified in recent articles. The plan itself is divided into three, overarching sections: (1) Serving and Supporting our Community; (2) Growing Enrollment; and (3) Effective and Engaging Pathways. These sections further include specific foci that have identified SWOT connections, data connections, and goals/objectives ([I.B.9-22](#)). An example of such a focus is the need to provide more support for non-traditional students. The SWOT analyses determined that there are gaps in outreach and support for the adult population; there are opportunities presented through public and private funding for populations such as justice-involved and veterans; and there are threats brought about limited broadband access and emerging and expanding non-traditional modes of training. The SWOT analyses were supported by local and external data that identified that 72% of the population of adults over 25 in the service area have less than an associate degree; up to 20% of some communities self-reported as speaking Spanish and No English or English Not Well; and the College is trending at about 60% of open admission students are under 24 years of age. To address these concerns, the College is committed to providing multiple program types and points of entry, providing flexibility and reaching beyond the College campus.

The college and district are currently working together to build the new FMP with plans to complete the process by the end of Fall 2023.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Through its Program Review, outcomes assessment, and resource allocation processes, WHCL is dedicated to the continual use of quantitative and qualitative data to evaluate, plan, implement, and improve the quality of its educational programs and student support services. Student success data is disaggregated as needed and is widely used throughout the College governance structure to inform decision-making as it relates to resource allocation.

The College has developed relevant collegewide planning documents, namely the Strategic Plan, Educational Master Plan, and Facilities Master Plan. These data-driven plans are used to guide the College in developing new and strengthening existing programs and infrastructure to accomplish identified strategic goals. These documents were designed to be frequently referenced as the College strives for the continuous improvement of its academic quality and institutional effectiveness.

Improvement Plan(s)

WHCL will continue to refine and assess the processes for more rigorous and consistent student learning outcomes and service area outcomes assessment that fully leverage the power of the eLumen platform. The timelines for continued review and refinement of these processes utilizing the eLumen platform are outlined in the Quality Focus Essay.

Evidence List

[I.B.1-01](#) CTELAMinutes_10-04-21.pdf

[I.B.1-02](#) PGCMannual_PGCRole_pp9-11.pdf

[I.B.1-03](#) EVPAgenda_09-25-20.pdf

[I.B.1-04](#) OACMinutes_8-30-21.pdf

[I.B.1-05 FlexFridaySched.pdf](#)
[I.B.1-06 AcadSenateMinute_eLuminationFridaySched_p2.pdf](#)
[I.B.1-07 AssessmentCycleFA21-SP23.pdf](#)
[I.B.1-08 SJETFCharter.pdf](#)
[I.B.1-09 HOPEInitiative_BlackHistMon_SP23.pdf](#)
[I.B.1-10 StateOfTheCollege_PD_SP23_pp14-15.pdf](#)
[I.B.1-11 HOPEInitiativeRpt_p2.pdf](#)
[I.B.1-12 YearofHope_22-23.pdf](#)
[I.B.1-13 AB705_1stYearImplementation.pdf](#)
[I.B.1-14 ARIEP_InstData_web.pdf](#)
[I.B.1-15 StdntSurveys.pdf](#)
[I.B.1-16 DataDashboardProgRev_CrseSuccess.pdf](#)
[I.B.1-17 ProgRev_HistAAT.pdf](#)
[I.B.1-18 ProgRev_Com.pdf](#)
[I.B.1-19 ProgRev_AOJAACO.A.pdf](#)
[I.B.1-20 ProgRev_DSPTS.pdf](#)
[I.B.1-21 ProgRev_AR.pdf](#)
[I.B.1-22 ProgRevAssignments_22-23.pdf](#)
[I.B.1-23 ProgRevCoach_DataTraining.pdf](#)
[I.B.2-01 PGCMannual_SLO_p10.pdf](#)
[I.B.2-02 eLumen_DSPTS_SAOs.pdf](#)
[I.B.2-03 eLumen_BusAdmin_POR_pp5-6.pdf](#)
[I.B.2-04 eLumen_ITDegree_SLOMap.pdf](#)
[I.B.2-05 ProgRev_EMT_pp2-3.pdf](#)
[I.B.2-06 ProgRev_DSPTS_p14.pdf](#)
[I.B.2-07 CalWORKs_ProgRev.pdf](#)
[I.B.2-08 OACMinutes_03-27-23.pdf](#)
[I.B.3-01 WHCL_InstitutionSetStandards_web.pdf](#)
[I.B.3-02 HS_ProgRev_pp4-5.pdf](#)
[I.B.3-03 CTEAdvisoryMinutes_03-03-22_p3.pdf](#)
[I.B.3-04 PGCMannual_ISS_pp16-17.pdf](#)
[I.B.3-05 PGCMMinutes_11-09-22_ISSReview_pp1-2.pdf](#)
[I.B.3-06 PGCMMinutes_11-13-19_ISSReview_pp1-2.pdf](#)
[I.B.3-07 EVPMinutes_03-08-19_pp1-2.pdf](#)
[I.B.3-08 StrategicPlan2021-2026_p6.pdf](#)
[I.B.4-01 ARIEP_ProgRevData_web.pdf](#)
[I.B.4-02 PGCMannual_PAR_pp28-29.pdf](#)
[I.B.4-03 ProgRev_InstructionalTemplate_p2.pdf](#)
[I.B.4-04 ARIEP_DataDashboard_LicensurePassRates_p3.pdf](#)
[I.B.4-05 ARIEP_DataDashboard_InstitutionalSup_Vets.pdf](#)
[I.B.4-06 ProgRev_AcadSup_ppt_SP23.pdf](#)
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[I.B.9-20](#) FMP2018-2022_pp91-149.pdf
[I.B.9-21](#) WHCCD_MPStudySession.pdf
[I.B.9-22](#) EMP2022.pdf

C. Institutional Integrity

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

WHCL, as a publicly funded institution of higher learning, assures clarity, accuracy, and integrity of information shared with the public through its website and various publications issued by offices and committees operating at WHCL.

The College and District websites are maintained by the District Web Administrator and house information regarding the College's Mission ([I.C.1-01](#)), educational programs ([I.C.1-02](#)), student support programs ([I.C.1-03](#)), accreditation status ([I.C.1-04](#)), and student achievement data ([I.C.1-05](#)).

The Academic Catalog is developed by a campuswide workgroup and is published annually ([I.C.1-06](#); [I.C.1-07](#)). As part of the development process, various learning areas and service areas review relevant sections for the accuracy of information. The Academic Catalog also displays the College's Mission ([I.C.1-08](#)), educational programs ([I.C.1-09](#)), student support programs ([I.C.1-10](#)), and accreditation status ([I.C.1-11](#)) as well as program-level learning outcomes ([I.C.1-12](#)).

Other methods of sharing information publicly are the schedule of courses ([I.C.1-13](#)), eLumen web public view ([I.C.1-14](#)), social media ([I.C.1-15](#)), and Institution Research Fact Book and Fact Sheets ([I.C.1-16](#)). The clarity, accuracy, and integrity of the information within these methods are maintained by the Curriculum Systems Manager and Curriculum Committee, VP of Educational Services (CIO), the District Marketing department, and the ARIEP, respectively.

Analysis and Evaluation

WHCL assures the clarity, accuracy, and integrity of the information related to its mission statement, learning outcomes, educational programs, and student support services provided to current and prospective students, personnel, and all persons or organizations. The College also gives accurate information to students and the public about its accreditation status with all its accreditors within one

click on the College’s website and in the Academic Catalog.

The WHCL mission statement is visible in various publications, such as the Academic Catalog and planning documents. The mission statement is also communicated through WHCL’s publications, presentations, emails, and social media. Individual programs create and maintain program-level outcomes, which are published in the Academic Catalog. Course student learning outcomes are created and maintained by discipline faculty, are subsequently approved by the Curriculum Committee, and are included on the official Course Outlines of Record (COR). Portions of the CORs are displayed in the Academic Catalog, while the full CORs are available in the eLumen web public view. Information about educational programs and student support programs is also included on the College’s website and Academic Catalog and in the class schedule.

The College’s website is hosted by the District Information Technology Services (ITS), partially controlled, and updated through the District Web Administrator, and locally updated and supported by the District Director of Marketing, Communications, and Public Information (PIO) and her staff. Additionally, individuals trained in approved protocols support the maintenance of individual college web pages. Social media campaigns and postings are done by the Public Information Officer and her Marketing Assistant.

The College’s Academic Catalog is reviewed annually. The development process includes faculty, classified staff, and academic administrators who review educational programs and instructional services content, and student services personnel who review content related to student services areas. The information included in the Academic Catalog is reviewed to ensure clarity, accuracy, and integrity before it is officially published online.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

WHCL publishes an Academic Catalog annually ([I.C.2-01](#)) and makes it available for current and prospective students on its website ([I.C.2-02](#)). The Academic Catalog is developed by a campuswide workgroup and is published annually ([I.C.1-03](#)). The college transitioned to the eLumen platform for catalog production starting in the 2021-2022 academic year and as such the courses and programs in the catalog are pulled directly from the college’s eLumen curriculum and program inventory. As part of the development process, various learning areas and service areas review relevant sections for the accuracy of information. WHCL also makes copies of the printed Catalog available to key areas, namely Extended Opportunity Programs and Services (EOPS), the Military Services Center, Counseling, and Admissions and Records.

Analysis and Evaluation

WHCL provides an Academic Catalog that fulfills the identified “Catalog Requirements” to current and prospective students. The College has a drafting process and timeline to ensure the preciseness, accuracy, and currency of the information contained in the Academic Catalog. All constituent groups and the campus community can access the Catalog online. There are also print versions available for those who need them.

3. The institution uses documented assessment of student learning and evaluation of student

achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

WHCL documents the assessment of student learning and the evaluation of student achievement to communicate matters of academic quality to the appropriate constituents, current and prospective students, and the public. Equitable assessment of student learning is a topic of discussion during OAC meetings ([I.C.3-01](#)) and through professional development activities scheduled throughout the year ([I.C.3-02](#)). Members of OAC regularly meet with departments, programs, and campus faculty leaders to analyze curriculum, develop equitable assessment practices, and design and implement systems to document student learning ([I.C.3-03](#)). In addition, assessment processes are described in the annual Program Review template ([I.C.3-04](#)). PGC publishes Program Review documents, presentations, and allocation requests on BoardDocs ([I.C.3-05](#)).

ARIEP serves as the official source of statistical information for WHCCD and its colleges, including data used for the evaluation of student achievement ([I.C.3-06](#)). Research reports include the WHCL Institutional Data/Factbook, a summary of current and historical statistical information, and other data resources ([I.C.3-07](#); [I.C.3-08](#)). ARIEP has also created various interactive tools to assist in department and program evaluation. Tools are readily available to faculty, staff, and administrators and include data on degrees and certificates earned at WHCL; Student Equity, which provides course completion data for WHCL credit and non-credit courses; persistence, and the WHCL Instructional Program Review Dashboard and Non-Instructional/Support Program Review Dashboard page ([I.C.3-09](#)). To supplement the data provided, the ARIEP department also provides regular and ongoing research dashboard training for faculty, staff, and administrators for better interpretation of data ([I.C.3-10](#)).

The WHCCD research departments also provide data, in collaboration with the Career and Technical Education Employment Outcomes Survey (CTEOS) ([I.C.3-11](#)), to assess the impact of WHCL programs through job placement. Results of this report show that WHCL created a positive impact on students pursuing job placement.

Evidence of how WHCL uses data to communicate matters of academic quality to appropriate constituencies includes the campuswide Program Review process, which evaluates student and program learning outcomes and analyzes program student demographics, including student satisfaction, student success, and possible disproportionate impact ([I.C.3-12](#)). Another example is the Student Equity and Achievement Plan (SEAP), which uses research data to improve outcomes for all students regardless of gender, race, income, disability, or veteran or foster youth status by making recommendations on how equity funding is allocated, evaluating the use of assigned funding, and exploring strategic ideas using institutional research ([I.C.3-13](#)). Requirements for data can be seen in the developed SEAP Categorical Funding Request Scoring Rubric, the annual report related to student progress ([I.C.3-14](#)), student success research regarding credit enrollment demographics, and updates regarding multiple measures and assessment ([I.C.3-15](#)).

Analysis and Evaluation

WHCL uses the documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

OAC coordinates the institutional efforts to create, assess, and analyze SLOs and assessment data. Integration of the College's data systems, eLumen, and Canvas help faculty to put SLOs at the center of curricular, assessment, and reporting activities. SLO assessment results further assist departments in Program Review and resource allocation requests. Assessment of SLOs in courses also allows for institutional and program outcomes through curriculum mapping. These assessments help in identifying gaps in student learning that lead to the development of curricular interventions to mitigate these gaps.

WHCCD ARIEP is committed to providing accurate, actionable, and timely measures of institutional progress to help guide WHCL's decisions toward continuous improvements of academic programs, policies, systems, and services. ARIEP also helps to further the college understanding of equity gaps and enables the campuswide community to make data-informed decisions that will significantly impact student achievement and attainment.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

WHCL's Academic Catalog provides detailed descriptions of the College's certificate and degree programs, focusing on their purpose, content, course requirements, and expected learning outcomes. Program descriptions include course recommended sequence, units, prerequisites, and, if applicable, admission requirements that differ from WHCL's institutional requirements ([I.C.4-01](#)). Faculty and counselors have collaborated to create the recommended sequences as part of WHCL's Guided Pathways initiative ([I.C.4-02](#)). These sequences delineate an ideal plan for full-time students' coursework from the first semester through the fourth semester ([I.C.4-03](#)). Part-time students are encouraged to work with their counselor to adapt the program map to accommodate their needs and schedules over their journey. Program information and pathways are reviewed annually by faculty, staff, and administrators for clarity and integrity.

Institutional student learning outcomes (ISLOs) are published on the WHCL website ([I.C.4-04](#)), in the Academic Catalog ([I.C.4-05](#)), and in other pertinent documents to make the public and the campus community aware of the learning outcomes students can achieve by earning a degree or certificate at WHCL. Academic departments are responsible for developing and maintaining the curriculum mapping of course-level SLOs to the ISLOs in a process designed to keep students informed about expected skills and competencies at each level ([I.C.4-06](#)).

Analysis and Evaluation

Through various means, including the Academic Catalog, online course catalog, program web pages, and marketing materials, WHCL clearly describes its degrees and certificates in terms of purpose, content, course requirements, and expected learning outcomes. Description of programs includes recommended course sequences, units, necessary prerequisites, and admission requirements if different from those required of general admission.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

WHCL's participatory governance committee structure ensures that all institutional policies,

procedures, and publications are regularly reviewed to assure integrity in all representations of the College's mission, programs, and services.

WHCL has an inclusive process to review its mission as part of the annual planning processes and as part of the participatory governance process. The mission statement review is built into the PGC annual agenda ([I.C.5-01](#)). WHCL's mission statement was reviewed and revised in 2021, following an extensive review through WHCL's participatory governance process, which included input from students, faculty, staff, and administrators from across the institution and additional minor revisions were made in the fall of 2022 through the governance process ([I.C.5-02](#)).

Through the office of Educational Services, with support from the Director of Admissions and Records, the WHCL Catalog is vetted according to established timelines and processes ([I.C.5-03](#)).

Analysis and Evaluation

Through the shared governance process, regular review of the Community College League of California updates, and the documented dialogue and input between the college and the district regarding policies and procedures, WHCL assures the integrity of the representation of its mission, programs, and services.

- 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Evidence of Meeting the Standard

WHCL ensures the accuracy of the information forwarded to the current and prospective students about education costs, tuition and fees, and other expenses, such as textbooks and other instructional materials. The Board of Trustees authorizes tuition, enrollment, and instructional material fees in BP and AP 5020 ([I.C.6-01](#); [I.C.6-02](#)), AP and BP 5030 ([I.C.6-03](#); [I.C.6-04](#)), and AP 5031 ([I.C.6-05](#)), and these policies and procedures are posted on the website ([I.C.6-06](#)). Students are provided information regarding fees, tuition, and expenses, including non-resident tuition, textbooks, and supplies in WHCL's Academic Catalog ([I.C.6-07](#)) and Schedule of Classes ([I.C.6-08](#)) published online. Moreover, Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) course options are indicated in WHCL's schedule of classes and searchable through the enrollment platform ([I.C.6-09](#)).

Analysis and Evaluation

Through WHCL's website, Academic Catalog, and the schedule of classes, WHCL fairly and openly communicates to current and prospective students the cost of their education, including fees and other expenses. When an additional cost is required for a particular course, WHCL abides by BP and AP 5020, BP and AP 5030, and AP 5031, specifically related to instructional materials. Class materials fees are indicated in the course description.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

WHCL ensures an atmosphere in which intellectual freedom exists for all constituencies by adherence to BP 4030 Academic Freedom ([I.C.7-01](#)). The WHCCD policy on academic freedom is published in WHCL's Academic Catalog ([I.C.7-02](#)) and the Faculty Handbook ([I.C.7-03](#)).

Analysis and Evaluation

WHCL uses and publishes governing board policies on academic freedom and responsibility and creates an atmosphere in which intellectual freedom exists for all constituencies. In BP 4030, the District specifically endorses a portion of the American Council on Education's Statement on Academic Rights and Responsibilities:

The validity of academic ideas, theories, arguments, and views should be measured against the intellectual standards of relevant academic and professional disciplines. Application of these intellectual standards does not mean that all ideas have equal merit. The responsibility to judge the merit of competing academic ideas rests with colleges and universities and is determined by reference to the standards of the academic profession.

This demonstrates WHCL's commitment to the free pursuit and dissemination of knowledge.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.**

Evidence of Meeting the Standard

WHCL establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. As described in I.C.7, WHCL's faculty responsibility is published in WHCL's Academic Catalog and Faculty Handbook. In addition, WHCL follows BP and AP 4231 Grade Changes ([I.C.8-01](#); [I.C.8-02](#)), which outline procedures ensuring the accuracy and integrity of faculty regarding student grades.

Guidelines for student conduct are outlined in BP 5500, Standards for Student Conduct ([I.C.8-03](#)). WHCL adheres to BP 5500 in making student conduct information widely available by clearly publishing policies and procedures that promote honesty, responsibility, and academic integrity. The policies and procedures are published in the 2022-2023 Academic Catalog under the heading, "Students' Rights and Responsibilities - Code of Conduct" ([I.C.8-04](#)). Information regarding standards of student conduct can also be found on the WHCL website ([I.C.8-05](#)) as well as on course syllabi which reference WHCCD's academic honesty policy ([I.C.8-06](#)).

College wide policies and procedures regarding honesty, responsibility, and academic integrity also apply to distance education ([I.C.8-07](#); [I.C.8-08](#)). Students and employees are required to log onto the portal to access the Canvas LMS and the login page includes a link to the Academic Honesty Policy and the Computer and Network Use Policy ([I.C.8-09](#)).

Analysis and Evaluation

WHCL has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity.

- 9. Faculty distinguish between personal conviction and professionally accepted views in a discipline.**

They present data and information fairly and objectively.

Evidence of Meeting the Standard

WHCL faculty follow WHCCD BP 4030 ([I.C.9-01](#)) which includes the following in its definition of academic freedom:

When faculty speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should always abide by professional ethics standards, be accurate, exercise appropriate restraint, show respect for the opinion of others, and avoid creating the impression of speaking or acting for the district.

AP 3050 Institutional Code of Ethics ([I.C.9-02](#)) also discusses faculty responsibilities as they relate to distinguishing between personal convictions and professionally accepted views.

Analysis and Evaluation

WHCL has a board policy and an administrative procedure that outlines for faculty the importance of distinguishing between their convictions and professionally accepted views within a discipline.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

All employees of the WHCCD are expected to conform to specific codes of conduct that are indicated in the following board policies and related administrative regulations: BP 3410 Nondiscrimination ([I.C.10-01](#)), BP 3430 Prohibition of Harassment ([I.C.10-02](#)), BP 4030 Academic Freedom ([I.C.10-03](#)), BP 5500 Standards of Student Conduct ([I.C.10-04](#)), AP 3050 Institutional Code of Ethics ([I.C.10-05](#)). These policies and regulations are available on WHCCD's website and are referred to in additional locations such as WHCL's Academic Catalog ([I.C.10-06](#)), Faculty Handbook ([I.C.10-07](#)), ASG Bylaws and Constitution ([I.C.10-08](#); [I.C.10-09](#)), and Equal Employment Opportunity (EEO) Plan ([I.C.10-10](#)).

Analysis and Evaluation

WHCCD has expectations of conduct for employees and students; these expectations are provided in various formats and locations accessible to all.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

WHCL does not operate in a foreign location.

Analysis and Evaluation

This standard does not apply to WHCL because it does not operate in a foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards,

Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Per BP 3200 Accreditation ([I.C.12-01](#)) and AP 3200 Accreditation ([I.C.12-02](#)), WHCL complies with the accreditation process and standards of ACCJC, which include requirements for public disclosure, institutional reporting, team visits, and substantive changes. Information is made public using the WHCL website, which has a dedicated accreditation page that discloses the information required by the Commission to carry out its accrediting responsibilities ([I.C.12-03](#)).

WHCL has a history of timely and accurate responses to directions from the Commission and the 2018 Follow-Up Report ([I.C.12-04](#)) and 2021 Midterm Report ([I.C.12-05](#)) are the two most recent examples of these responses. The process for developing the 2021 Midterm Report was a similar approach that West Hills College Lemoore (WHCL) utilized for the 2019 Follow-Up Report. The Midterm Report was drafted by the Accreditation Liaison Officer (ALO) in collaboration with a writing team that was formed in consultation with the Program and Accreditation Review (PAR) committee.

The PAR Committee meets monthly and is responsible for the work of program review and accreditation at the college. For example, in 2022, the Program and Accreditation Review (PAR) committee launched a taskforce to engage the college community and prepare for the required 2024 Institutional Self-Evaluation Report ([I.C.12-06](#); [I.C.12-07](#)).

Analysis and Evaluation

WHCL is committed to complying with ACCJC eligibility requirements, accreditation standards, commission policies, and guidelines and responding to commission requests per the established timeline. WHCCD BP 3200 Accreditation and AP 3200 Accreditation support WHCCD's commitment to the accreditation process, and WHCL has demonstrated its willingness to comply with all the ACCJC requirements through its actions and timely responses.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

WHCL advocates for and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes and ACCJC standards and policies. WHCL complies with regulations and statutes pertinent to accreditation of specific programs, such as Nursing ([I.C.13-01](#)) and Paramedic ([I.C.13-02](#)). Details can be found on the College's Accreditation webpage ([I.C.13-03](#)) and WHCL's Academic Catalog ([I.C.13-04](#)). Additionally, WHCL uses the Accreditation webpage and Academic Catalog to publish information regarding its accrediting agencies and communicate any changes in its accredited status to students and the public.

When changes occur, WHCL also communicates with the Commission. For example, WHCL regularly sends updates to the ACCJC on curriculum changes through the Substantive Change process. One

recent example of this was during the COVID-19 pandemic when all California Community Colleges received direction from the Commission and complied quickly to report the transition from in-person to Temporary Remote Instruction ([I.C.13-05](#); [I.C.13-06](#); [I.C.13-07](#)).

In accordance with state and federal requirements, required notices and disclosures are posted on the college website ([I.C.13-08](#)).

Analysis and Evaluation

WHCL demonstrates honesty and integrity when interacting with external agencies and complying with regulations and statutes. When changes occur that are relevant to WHCL's external accrediting partners, it communicates those changes in a timely manner to the students and public through the College's Accreditation webpage and the Academic Catalog and to the Commission through necessary correspondence.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As referenced in Standard I.A, the mission of the WHCL is "West Hills College Lemoore is dedicated to student learning and achievement by providing quality programs, pathways, and services that lead to certificates, associate degrees, transfer, and employment. Our college serves a diverse community of students who seek a cost-effective, relevant, and engaging educational experience. We are committed to ensuring accessibility for all students and aim to cultivate an inclusive, equitable, and collegial climate" ([I.C.14-01](#)).

Further evidence of the College's paramount high-quality education and student achievement includes BP 2710 Conflict of Interest ([I.C.14-02](#)), AP 2710 Conflict of Interest ([I.C.14-03](#)), AP 2712 Conflict of Interest Codes ([I.C.14-04](#)), and AP 3050 Institutional Code of Ethics ([I.C.14-05](#)).

WHCL has no investor interests, parent organizations, or external interest groups as an institution of higher learning. As financial agents of WHCL and WHCCD, all administrators are required to complete and submit a Statement of Economic Interests to ensure that external financial interests do not encumber their employment ([I.C.14-06](#); [I.C.14-07](#)).

WHCL ensures that its commitments to quality programs, pathways, and services for student learning and achievement are WHCL's primary objectives. In addition to the mission statement, WHCL has a set of strategic planning goals, institution-set standards, and SLOs at course, program, and institutional levels to ensure commitment to high-quality education, student achievement, and student learning ([I.C.14-08](#)). The Guided Pathways model for the college that focuses on the pillars of Get Strong, Start Strong, Stay Strong, and Finish Strong also demonstrate a commitment to clear pathways for students in each of their degree and certificate programs ([I.C.14-09](#)).

Analysis and Evaluation

As a public institution, WHCL follows its mission to provide quality programs, pathways, and services to a diverse community of students seeking cost-effective, relevant, and engaging educational programs unencumbered by outside financial influences. Internal and external policies and practices help ensure

this occurs.

Conclusions on Standard I.C: Institutional Integrity

West Hills College Lemoore faculty, staff, and administration comply with board-approved policies, eligibility requirements, and accreditation standards. WHCL assures that its mission statement, learning outcomes, educational programs, and student support services are clear, accurate, and provided with integrity to the college community and its constituencies.

Improvement Plan(s)

None

Evidence List

[I.C.1-01](#) WHCL_Mission_web
[I.C.1-02](#) WHCL_DegreesCerts_web
[I.C.1-03](#) WHCL_StdntSup_web
[I.C.1-04](#) WHCL_Accreditation_web
[I.C.1-05](#) WHCL_InstSetStandards_web
[I.C.1-06](#) CatalogPublishingTimeline
[I.C.1-07](#) CatalogPublishingTimeline_email
[I.C.1-08](#) WHCL_CatalogMission_web
[I.C.1-09](#) WHCL_CatalogProgList_web
[I.C.1-10](#) WHCL_CatalogStdntSup_web
[I.C.1-11](#) WHCL_CatalogAccredStatement
[I.C.1-12](#) WHCL_CatalogPSLOAOJ_web
[I.C.1-13](#) WHCL_CrseSched_web
[I.C.1-14](#) eLumen_CurriculumPublicView_web
[I.C.1-15](#) Facebook_WHCL_web
[I.C.1-16](#) ARIEP_InstDataFactbook_web
[I.C.2-01](#) CatalogPublishingTimeline
[I.C.2-02](#) WHCL_Catalog_web
[I.C.1-03](#) CatalogPublishingTimeline_email
[I.C.3-01](#) PGCManual_OACAnnualAgenda_p27
[I.C.3-02](#) AcadSenateMinute_eLuminationFridaySched
[I.C.3-03](#) OACMinutes_03-27-23
[I.C.3-04](#) InstructionalPRTemplate_pp2-3
[I.C.3-05](#) PGC.Agenda_3.22.23_PR.Docs
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[I.C.3-15](#) ARIEP_CrseSuccessSnapshot_09-21-20
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[I.C.4-02](#) GP_SOAA_CrseSequence_pp6,21,29
[I.C.4-03](#) WHCL_Ctlg_RecommendedSequence_web
[I.C.4-04](#) WHCL_ISLO_web
[I.C.4-05](#) WHCL_Ctlg_ISLO_web
[I.C.4-06](#) eLumen_BIO_ISLOMap
[I.C.5-01](#) PGCManual_PGCAnnualAgenda_p17
[I.C.5-02](#) PGCMinutes_09-28-22_MissionReview
[I.C.5-03](#) CtlgPublishingTimeline
[I.C.6-01](#) BP5020
[I.C.6-02](#) AP5020
[I.C.6-03](#) BP5030
[I.C.6-04](#) AP5030
[I.C.6-05](#) AP5031
[I.C.6-06](#) Plcy-Prcdr_Web_Fees
[I.C.6-07](#) WHCL_Catalog_22-23_Fees
[I.C.6-08](#) WHCL_ClassSched_web
[I.C.6-09](#) WHCL_ClassSched_ZTC-LTC
[I.C.7-01](#) BP4030
[I.C.7-02](#) WHCL_Ctlg_AcademicFreedom_web
[I.C.7-03](#) FacHndbk_23-24
[I.C.8-01](#) BP4231
[I.C.8-02](#) AP4231
[I.C.8-03](#) BP5500
[I.C.8-04](#) WHCL_Ctlg_CodeofConduct_web
[I.C.8-05](#) WHCL_CampusSafety_web
[I.C.8-06](#) Syl_Phil_AcadHonesty_p3
[I.C.8-07](#) BP3720
[I.C.8-08](#) AP3720
[I.C.8-09](#) WHCL_PortalLogin_p3_web
[I.C.9-01](#) BP4030
[I.C.9-02](#) AP3050
[I.C.10-01](#) BP3410
[I.C.10-02](#) BP3430
[I.C.10-03](#) BP4030
[I.C.10-04](#) BP5500
[I.C.10-05](#) AP3050
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[I.C.10-07](#) FacHndbk_23-24
[I.C.10-08](#) ASGBylaws_pp2&16
[I.C.10-09](#) ASGConstitution_p10
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[I.C.12-02](#) AP3200
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[I.C.14-02](#) BP2710
[I.C.14-03](#) AP2710
[I.C.14-04](#) AP2712
[I.C.14-05](#) AP3050
[I.C.14-06](#) Form700
[I.C.14-07](#) StatementofEconomicInterests_email
[I.C.14-08](#) WHCL_ISLO_web
[I.C.14-09](#) SEAPlan_StrongFramework_p6

Standard II: Student Learning Programs and Support Services

The College offers instructional programs, library and learning support services, and student support services aligned with its mission. The College's programs are conducted at levels of quality and rigor appropriate for higher education. The College assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the College.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) offers instructional programs in multiple locations and delivery methods, including distance education, in fields of study consistent with the College's mission, vision, and core values as dictated by Administrative Policy (AP) 4025 Philosophy and Criteria for Associate Degree and General Education ([II.A.1-01](#)). The College defines an instructional program as any group of courses that lead to a degree or certificate of achievement. To be consistent with the College's mission, the programs must "lead to certificates, associate degrees, transfer, and employment" and promote "a cost-effective, relevant, and engaging educational experience" ([II.A.1-02](#)). This ensures both appropriateness to higher education and culmination in student attainment.

Of the 91 certificate and degree programs currently available to students, there are 18 associate degrees for transfer, 26 associate degrees, 29 certificates of achievement, 17 local certificates, and 1 non-credit certificate of completion ([II.A.1-03](#)). All programs have undergone evaluation for consistency to the mission, appropriateness to higher education, and culmination in student attainment by the College's Curriculum Committee (a subcommittee of the Academic Senate) guided by the criteria outlined in the Curriculum Handbook ([II.A.1-04](#)). Alignment with these elements is reviewed cyclically during the Program Review process which occurs every two years for career technical education (CTE) programs and every four years for other instructional programs with a two-year midterm review ([II.A.1-05](#)).

The process involved in initiating the creation of new programs and revision of existing programs is overseen by the Curriculum Committee. Within this process, the programs are initiated by faculty subject matter experts and reviewed and endorsed by the respective learning area before review and approval from the Curriculum Committee ([II.A.1-06](#)). In the case of CTE programs additional labor market data is considered and reviewed ([II.A.1-07](#)). The Curriculum Committee then submits these programs for review and approval to the Board of Trustees ([II.A.1-08](#); [II.A.1-09](#)). Once approved by the Board of Trustees the programs are submitted to the Chancellor's Office Curriculum Inventory (COCI) and in the case of new programs a substantive change inquiry is submitted to ACCJC ([II.A.1-10](#)). The process involved in the regular review of the programs is overseen by the Program and Accreditation Review (PAR) Committee ([II.A.1-11](#)). To culminate the program review process, faculty present a final report for review and approval to the Planning and Governance Council (PGC) ([II.A.1-12](#); [II.A.1-13](#)). These two combined processes provide the board members, district chancellor, district vice-chancellors, administration (including non-instructional administration), classified staff, and students the opportunity to examine the information and data presented by the faculty, which ensures that the programs maintain their consistency, appropriateness, and relevancy ([II.A.1-14](#); [II.A.1-15](#)).

Outside of, but integral to, the program review and curriculum processes is the regulation, support, and oversight of learning outcomes, which is the responsibility of the Outcomes and Assessment Committee (OAC) ([II.A.1-16](#)). During the program creation or review process, faculty identify or modify program student learning outcomes (PSLOs) ([II.A.1-17](#); [II.A.1-18](#)) to which course student learning outcomes (CSLOs) are mapped ([II.A.1-19](#)). As part of a two-year comprehensive assessment cycle ([II.A.1-20](#)), faculty are asked to assess CSLOs for every course and reflect on the resulting data. Because CSLOs are mapped to the PSLOs, faculty can use this course-level data during their program review process to ensure that the identified learning outcomes remain relevant to the program and are attained at program completion ([II.A.1-21](#)).

Program completion is signified by the attainment of a degree or certificate ([II.A.1-22](#)). All instructional programs at WHCL are structured so that they culminate in such attainment ([II.A.1-23](#); [II.A.1-24](#); [II.A.1-25](#)) and subsequently lead to employment or transfer to other higher education programs ([II.A.1-26](#)).

Analysis and Evaluation

The curriculum and program review processes and policies at WHCL guarantee that the College consistently meets this standard. Institutional data regarding transfer and degree completion are regularly analyzed and lead to data-driven revisions as needed to guarantee quality programs that are consistent with the WHCL mission, appropriate to higher education, and culminate in student attainment of identified learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. While the College is confident that the standard is met as

stated, instructional programs will benefit from continued focus on consistent and rigorous learning outcome mapping, development, and assessment.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

At WHCL, curriculum, including the content and methods of instruction, is a fully faculty-driven process ([II.A.2-01](#)). The College utilizes the eLumen curriculum management system to designate roles and workflow responsibilities to facilitate the creation and revision of courses and programs to faculty and involve faculty representatives at every step of the local approval process ([II.A.2-02](#)). Within the program and course workflows, faculty can review and contribute to curricula proposed by their colleagues as part of the learning area review stage ([II.A.2-03](#); [II.A.2-04](#)). This process of proposing new or revising existing curricula is overseen by Academic Senate through the Curriculum Committee, which consists of a faculty chair, faculty representatives from each learning area, the Vice President of Educational Services, the campus Articulation Officer, the Curriculum Systems Manager, and a classified staff representative ([II.A.2-05](#)). This committee is tasked with evaluating all proposed curricula that are presented to the committee in the form of course outlines of record (CORs) or program outlines of record (PORs) to verify that they meet accepted academic and professional standards and expectations ([II.A.2-06](#)). The Technical Review Committee (TRC) is a subcommittee of the Curriculum committee and meets regularly to review Course Outlines of Record (COR) and Program Outlines of Record (POR) for grammar, mechanics, and alignment with California Community College curriculum guidelines prior to being placed on the agenda for a first read at the Curriculum Committee level ([II.A.2-07](#)). The submitted CORs include sections regarding course content and methods of instruction ([II.A.2-08](#)).

The program review process is equally faculty-driven ([II.A.2-09](#)). Program reviews are completed by faculty with the support of program review coaches following a defined program review cycle, which documents timelines, workflows, and persons responsible for completing each program review ([II.A.2-10](#)). In its most recent program review cycle, WHCL has promoted a collaborative approach to the instructional program review process by encouraging all faculty, full-time and part-time, to participate alongside the designated lead faculty member who will present the completed review to PGC ([II.A.2-11](#); [II.A.2-12](#)). The program review process includes review and analysis of student learning outcomes (SLO), course success, course completion, and program completion data ([II.A.2-13](#)). Faculty are asked to analyze and reflect on data by specifying areas of success and areas for improvement ([II.A.2-14](#)). The results of these reviews are then used to revise instructional programs, including developing program improvement goals and requesting resources for the program, as needed to ensure program currency, improve teaching and learning strategies, and promote student success ([II.A.2-15](#)).

Analysis and Evaluation

By leveraging the roles set in eLumen, WHCL maintains consistent alignment with this standard. The deep level of involvement by faculty as they utilize their rightful purview over curriculum and program

review develops a sense of ownership and responsibility for the success of each instructional program. As a result, faculty are committed to the continuous improvement of every course and program that WHCL has to offer, thereby ensuring program currency, improved teaching and learning strategies, and overall student success.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

At WHCL, the identification and regular assessment of student learning outcomes (SLOs) for courses and programs are a collaborative effort between the Curriculum Committee, PAR, and OAC ([II.A.3-01](#); [II.A.3-02](#); [II.A.3-03](#)). The current faculty handbook details institutional procedures for the establishment, assessment, and inclusion of SLOs and details the requirements related to the inclusion of CSLOs in course syllabi as well as how and when an assessment of these outcomes occurs ([II.A.3-04](#)).

Once a course is approved through the curriculum process, OAC promotes the assessment of the identified CSLOs using a two-year assessment cycle ([II.A.3-05](#); [II.A.3-06](#); [II.A.3-07](#); [II.A.3-08](#)). This cycle requires faculty to assess every CSLO in every course at least once every two years; however, many faculty choose to assess courses more frequently (i.e., every semester or annually). OAC ensures that faculty are provided with abundant training opportunities to complete these assessments and training guides are regularly distributed and shared in the Faculty Resource Guide Canvas shell and in regular communications from the Office of Educational Services. ([II.A.3-09](#); [II.A.3-10](#); [II.A.3-11](#); [II.A.3-12](#)) PAR does the same for the PSLOs through the program review process ([II.A.3-13](#)).

The course-level outcomes developed and assessed through this process are included in all syllabi for their respective courses ([II.A.3-14](#); [II.A.3-15](#)). These syllabi, regardless of modality, are mandatorily distributed to students at the beginning of each semester ([II.A.3-16](#); [II.A.3-17](#)) and submitted to the Educational Services team for review and archiving at the beginning of each semester ([II.A.3-18](#); [II.A.3-19](#)). This review is in place to verify that the syllabi include clear CSLOs that match the approved CORs.

Analysis and Evaluation

WHCL meets the standard and the College continues to work towards continuous improvement in the culture around quality outcomes and assessments. Processes are in place to verify that current CSLOs are included in every syllabus and that the syllabi are made available to students. To supplement this process, separate initiatives have been established to ensure that the SLOs provided in the CORs and PORs are accurate. Furthermore, due to the leadership of the OAC faculty chair and the efforts of the OAC learning area faculty representatives, WHCL has moved toward promoting an assessment culture on campus. Though there is still room for improvement, WHCL is confident that the progress that has been made will lead to more consistent assessments as faculty continue to adjust to eLumen as an assessment tool and as the College continues to amplify efforts to strengthen adjunct faculty involvement in assessments.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

With the successful implementation of the AB705 requirements, WHCL has limited pre-collegiate level curriculum to co-requisite support courses ([II.A.4-01](#)), guidance studies courses which are educational assistance courses for students who are part of the Disabled Students and Services Program (DSPS) ([II.A.4-02](#)); and non-credit courses ([II.A.4-03](#)). These pre-collegiate level courses are designated as basic skills and are easily identified by their three-digit course number designation which is reserved for courses that are neither transferable nor degree-applicable ([II.A.4-04](#)).

Co-requisite courses, specifically in English and Math, are offered as supplemental class time to support the learning being done in their transfer-level counterparts ([II.A.4-05](#)). Students are either self-placed or encouraged to enroll in these courses based on high school GPA ([II.A.4-06](#)). These courses are staffed with supplemental instruction (SI) leaders who provide additional academic support ([II.A.4-07](#)). Math and English faculty discuss the effectiveness of the co-requisite courses regularly both in learning area meetings ([II.A.4-08](#)) and at the Innovate Summer Faculty Teaching Institute to review data and, if necessary, make modifications to the course for continuous improvement ([II.A.4-09](#)). Of note is the recent transition of College Algebra for STEM from a pre-transfer level course to a transfer level course and the attachment of a support course to sufficiently develop foundational skills for those pursuing programs that have high-level math requirements ([II.A.4-10](#)). The move to the corequisite model has resulted in significant gains in the completion of transfer-level Math and English courses within the first year ([II.A.4-11](#); [II.A.4-12](#)).

Guidance Studies courses consist of two levels (general and transfer level preparation) of reading and writing (GS103 and GS107) and two levels (general and transfer level preparation) of Math (GS102 and GS108) ([II.A.4-13](#); [II.A.4-14](#)), which are staffed with a dedicated SI leader ([II.A.4-15](#)). The transfer-level preparation courses are combined with three degree-applicable courses to culminate in a Certificate of Achievement in Academic Readiness. This certificate “prepares students for the academic rigor of college-level courses along with the development of academic skills to succeed in college” ([II.A.4-16](#)).

Non-credit offerings range from basic skills to ESL and CTE technical courses. Basic skills courses focus on the development of fundamental life skills, such as basic computer skills ([II.A.4-17](#)), and include the College’s GED (General Equivalency Diploma) program ([II.A.4-18](#)). ESL courses include three levels of proficiency and combine with a fourth, career-focused course to make up the non-credit ESL Certificate of Completion ([II.A.4-19](#)). The CTE courses are skills-based and in some cases self-paced, which allows students to develop specific skills that are aligned with industry certifications and can subsequently lead to licensure/certification or serve as a foundation for transfer-level counterparts ([II.A.4-20](#)). Examples of such non-credit CTE courses are the NC170 series, which offer self-paced introductions to Industrial Technology concepts, tools, and procedures ([II.A.4-21](#); [II.A.4-22](#)). This format allows working professionals to build skills and move towards proficiency outside of the traditional semester format.

Analysis and Evaluation

WHCL continues to put student success at the forefront of the development of pre-college level curriculum and makes dedicated efforts to maintain compliance with this standard, specifically with regards to student support and college level curriculum preparation. The co-requisite support courses give both students and instructors the opportunity to delve deeper into concepts and ensure that foundational understanding is established so that the students are prepared for success in the transfer-level course. The guidance studies courses and Academic Readiness Certificate of

Achievement are geared toward students with learning and other disabilities, building a foundation of skills that serve them well as they pursue their academic and career goals. The non-credit courses build foundational skills in the same fashion for non-traditional learners. Additionally, one of the many initiatives of the CTE department involves an increase in these non-credit CTE offerings which will cater to the college's underserved adult population and will encourage them to pursue career and personal growth by transitioning into a degree or certificate program. These pre-college level options and the ever-evolving curriculum are testament to the college's dedication to continuous improvement and student success.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

The WHCL curriculum approval process ([II.A.5-01](#); [II.A.5-02](#)) ensures that all programs are appropriate in length, breadth, depth, rigor, course sequencing, and synthesis of learning. Unit requirements for completion of associate degrees and certificates are outlined in AP4100 Graduation Requirements for Degrees and Certificates ([II.A.5-03](#)), while AP4020 Program, Curriculum, and Course Development specifies the standards for rigor, scope, autonomy, breadth, critical thinking, communication and literacy, and relevance of degree-applicable and general education courses ([II.A.5-04](#)). The Committee Functions section as well as the Curriculum Process Guidelines section of the Curriculum Handbook outlines responsibilities of the committee, originating faculty, and learning area administrators including review of rigor, feasibility, and appropriate sequencing ([II.A.5-05](#)).

This information is presented to students through the Academic Catalog ([II.A.5-06](#); [II.A.5-07](#)). These program pages include a recommended sequence section that gives students a path to timely completion.

Analysis and Evaluation

At WHCL, the Curriculum Committee is guided by outlined criteria and established policies to ensure that all instructional programs follow practices common to American higher education as listed in this standard.

- 6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

Evidence of Meeting the Standard

Consistent with established expectations in higher education for California Community Colleges, WHCL utilizes a variety of methods to schedule courses in a manner that will support student completion of degrees and certificates. As evidenced by the College's Guided Pathways Essential Practices: Scale of Adoption Self-Assessment, WHCL has successfully scaled the adoption of Pillar 3, Practice E regarding course scheduling ([II.A.6-01](#)). The College offers Reg365, which allows students to enroll in class for all semesters of the academic year at one time ([II.A.6-02](#); [II.A.6-03](#)). This schedule is guided by the recommended sequences attached to each instructional program ([II.A.6-04](#)). The recommended sequences are also used by counselors to develop student education plans (SEPs) to assist students

with mapping their programs ([II.A.6-05](#)) and by the CTE department's cohort management strategy to ensure specific courses are offered in the appropriate semesters ([II.A.6-06](#)).

Within the Reg365 schedule, WHCL offers 9-week, 16-week, and 18-week courses (schedule) and a TGIF College option (TGIF schedules) where students are on campus only one day a week. Additionally, recently implemented "lane scheduling" ensures minimal overlapping of class times to facilitate more fluid scheduling for students ([II.A.6-07](#)).

The establishment of Guided Pathways, lane scheduling, and SEPs have led to a 47% increase in the number of students awarded degrees and certificates during the accreditation cycle ([II.A.6-08](#)).

Analysis and Evaluation

WHCL's innovative scheduling initiatives allow students flexibility while promoting timely completion of instructional programs. Cohort management and recommended sequences guide administration in scheduling specific classes. Reg365 and SEPs allow students the opportunity to plan work, family, and other commitments well in advance. With the "lane scheduling" in place, students can create schedules that best suit their individual situations and availability with less concern about overlapping times. For even better scheduling, especially of required courses that are not offered every semester, the college is exploring the scaling of the CTE department's cohort management strategy.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

WHCL offers five distinct types of delivery modalities: face-to-face, fully online asynchronous, fully online asynchronous with proctored exams, online synchronous, and hybrid ([II.A.7-01](#)). Courses that may be offered using one of the distance education (DE) modalities include a note in the Academic Catalog so that students are aware that DE options may be available ([II.A.7-02](#)). Sections that are taught in any of the distance education modalities are done so using the Canvas learning management system ([II.A.7-03](#)) and are designed with guidance from the OEI (Online Education Initiative) Rubric ([II.A.7-04](#); [II.A.7-05](#)) and AP4105 Distance Education ([II.A.7-06](#)). Sections instructed in-person are taught in one of the College's 21st century, High Flex classrooms (i.e., highly flexible furniture and technology, not to be confused with HyFlex or Hybrid-Flexible) ([II.A.7-07](#)). Modalities are assessed and adjusted regularly through the program review process, which incorporates institutional data regarding modalities ([II.A.7-08](#)).

Learning support services at West Hills College Lemoore are equitable, delivered in multiple modalities, and thoughtfully designed to provide high-quality learning support to students. The Academic Center of Excellence (ACE) provides free tutors and Supplemental Instructors (SIs) to support student learning on campus and online in Math, English, Science, and other courses ([II.A.7-09](#)). Students can drop into the wide range of scheduled academic support hours in ACE, located in the library, or in ACE online in Canvas ([II.A.7-10](#)). Some students will also use ACE (in the library or online) as a location to do their assignments where assistance is readily available when needed. SIs are embedded tutors assigned to specific courses ([II.A.7-11](#)). An SI attends classes and supports student learning during class and outside of class in review sessions and tutoring sessions that cater to students' needs in that specific course. Students utilizing ACE are enrolled in the free course NC100 ([II.A.7-12](#)). To support this increase in technology integration and ensure equitable access for all students, the college provides laptops and

hotspots that can be checked out by students ([II.A.7-13](#)).

Faculty are provided ample support and professional development opportunities to promote innovative teaching practices that incorporate these various modalities and technologies ([II.A.7-14](#); [II.A.7-15](#)). WHCL dedicates resources for professional development to promote the use of innovative teaching methodologies. Recordings of live professional development sessions and training videos are housed in a Canvas course shell titled “Nestflix” ([II.A.7-16](#)). A Faculty Resource Canvas shell is also available for on-demand access to essential faculty documents ([II.A.7-17](#)). One specific example of the evolution of WHCL teaching methodologies as they relate to the diverse and changing needs of students and the support of equity for all students is the Collegewide OER initiative. As of Spring 2023, 72% of the College’s course sections utilize OER and/or are listed as Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) courses ([II.A.7-18](#)). The College further solidified its dedication to the OER initiative by dedicating one of the College’s Strategic Goals to “[increasing] the number of course sections, certificates, and degrees identified as Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) with Open Educational Resources (OER) across all disciplines ([II.A.7-19](#)).

Analysis and Evaluation

WHCL continues to embody flexibility as it evolves its delivery modes, teaching methodologies, and learning support services to accommodate the ever-changing needs of its students. The college ensures equitable success for all students through a combination of flexible course and academic support modalities, technology resources, innovative teaching strategies, and ZTC and LTC courses with OER materials.

WHCL provides flexible learning environments through 21st century classrooms equipped with movable furniture and upgraded technology, which promote innovative and collaborative learning. Academic support also practices flexibility in its modalities by providing online support and in-person services. The DE courses in place to accommodate the students’ schedules are designed using the guidance outlined by the OEI Rubric and administrative procedures. For these courses, DE addendums address how objectives and substantive contact are achieved in alternative modalities. These modalities are assessed regularly through faculty evaluation and program review and are modified to promote student success.

Additionally, the College provides professional development for faculty regarding teaching modalities that specifically address student needs and equity in success. The increased focus on distance learning during the COVID-19 closures has prompted an equally dedicated focus on faculty professional development regarding effective teaching practices with a focus on student-centered, technology-integrated instruction. Recorded professional development sessions and other essential resources are available to faculty in Canvas via the Nestflix and the Faculty Resource Guide course shells.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

WHCL does not implement department-wide course or program examinations. In accordance with AB705, existing placement exams were eliminated in favor of multiple measures for English and Math placements ([II.A.8-01](#)). When applicable, the College utilizes third-party certification to ensure reduced test bias and enhanced reliability ([II.A.8-02](#)).

The assessment of prior learning process is collegewide and guided by AP4235 Credit for Prior Learning ([II.A.8-03](#)). This process is outlined by the QuickPath Workflow ([II.A.8-04](#)) which utilizes a QuickPath Request Form that clearly states the options available for students ([II.A.8-05](#)). This information is made available to students through the College's website ([II.A.8-06](#)) and the Academic Catalog ([II.A.8-07](#)). To support students through this process, the College has created a one-unit IS 051 Portfolio Development course, which guides students through assembling a portfolio for assessment ([II.A.8-08](#)). Some initial best practices have emerged in the analysis of Credit for Prior Learning (CPL) for students such as the development of a worksheet in select majors that is used to determine which courses students can request CPL. ([II.A.8-09](#)).

Analysis and Evaluation

The implementation of AB 705 required faculty and administration to work together to implement the multiple-measures approach to student enrollment in college-level math and English classes. Traditional placement tests were replaced with multiple measures that eliminated barriers and resulted in an increase in students' success and completion of these courses. Evaluation and research went into establishing best practices for this approach. Those efforts are ongoing to support continuous improvement in our practices for students in transfer-level math and English and the efficacy of the multiple measures currently used.

Administrative procedures regarding credit for prior learning and credit for portfolio assessment are in place to provide a structure to implement evaluation and awarding of college credit through alternative examination methods such as Advanced Placement, International Baccalaureate, College Level Examination Program, Credit by Examination, and Credit for Military Service. Students can earn credit only in courses listed in the catalog and designated as courses eligible for credit by examination. The process for this assessment is displayed in the Quickpath Flowchart for Exams and Portfolios. The exams are processed through individual departments where the deans work with faculty to determine the next steps regarding the exam.

While credit by examination has been offered for some classes at the College and procedures are posted on the College's website, this shift to offering credit for prior learning will require additional evaluations of transcripts, industry certifications, portfolios, or other work experience. Engagement from the faculty and support from student services when working with students and gathering the required information will be critical. As a reduction in exam/assessment bias continues to be addressed for all assessments, the college will utilize data for insights, collaborate with a third party for certification, and develop a template for specific affinity groups such as veterans and active-duty service members for assessment.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

At WHCL, completion of degrees and certificates signifies the successful attainment of learning outcomes at the program and course levels. Program-level outcomes are mapped to individual course-level outcomes of major requirements to show the relationship between the attainment of those

course outcomes to the overall outcomes of the program ([II.A.9-01](#)). Faculty are encouraged to leverage the Canvas learning management system through eLumen integration ([II.A.9-02](#)) and utilization of the learning mastery grade book ([II.A.9-03](#)) to facilitate seamless assessment of these course-level outcomes.

Credit and Clock hour guidelines are outlined in AP 4020 Program, Curriculum, and Course Development ([II.A.9-04](#)). CCCCO (Community Colleges Chancellor's Office) communication regarding the calculations of units is also included in the appendix Curriculum Handbook for quick reference ([II.A.9-05](#)). The calculated unit hours are listed in the COR ([II.A.9-06](#)) and in the Academic Catalog ([II.A.9-07](#)) and specify the type of instructional category (i.e., lab or lecture). Cooperative Work Experience credit calculations are also noted in the COR ([II.A.9-08](#)).

Analysis and Evaluation

Although WHCL is confident that the College meets the standards by awarding credit, degrees, and certificates based on student attainment of learning outcomes, the regular assessment and accurate mapping of learning outcomes continues to be an area of focus. Faculty representatives in the OAC have worked tirelessly to facilitate faculty participation, and the College has taken great strides to establish and continuously improve an authentic assessment culture on campus.

10. 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 develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

WHCL uses a simple transcript evaluation procedure stated in the Academic Catalog to facilitate mobility of students without penalty ([II.A.10-01](#)). In this process, students need only submit a request ([II.A.10-02](#)). The designated evaluator compares the courses students have taken at past colleges or universities and allows students to transfer their units. In addition, faculty may be asked to evaluate a course from another college to fulfill a certificate or degree requirement. If the learning outcomes of the course being requested for substitution are comparable, the Petition to Waive or Substitute is submitted to Admissions and Records for processing via Dynamic Forms ([II.A.10-03](#)).

As noted in AP 4050 Articulation ([II.A.10-04](#)), maintenance of articulation systems is coordinated by the College's designated Articulation Officer. For college-to-college transfer-of-credit, the College uses the Transfer Evaluation System (TES) Equivalency Finder tool ([II.A.10-05](#)) and the C-ID system ([II.A.10-06](#)). For seamless transition to CSUs (California State University), the College offers 18 associate degrees for transfer (ADTs) with corresponding, approved transfer model curriculum (TMC) forms ([II.A.10-07](#)). Many non-ADT programs articulate just as effortlessly to Fresno State University through individual course articulations ([II.A.10-08](#); [II.A.10-09](#)). CSU (California State University) transferable courses are easily distinguished from non-transferable courses by virtue of the College's course numbering system wherein transferable courses use course numbers below 050 (i.e., 001 to 049) ([II.A.10-10](#)) while UC (University of California) transferable courses are listed in the dedicated catalog page ([II.A.10-11](#)). Transferability of courses are displayed on the course's catalog page ([II.A.10-12](#)).

Analysis and Evaluation

WHCL's transfer-of-credit policies are clear and simple for students to facilitate mobility without penalty. The College is committed to identifying and implementing best practices for the articulation process by aligning courses to the state approved C-ID infrastructure and maintaining courses within the TES database to simplify the evaluation of courses in and out of the college. A process has been developed by which courses that are being transferred in are evaluated by Admissions and Records as well as faculty (when required) to ensure that expected learning outcomes for transferred courses are comparable to the learning outcomes of internal courses. The TES database, GE (General Education) breadth, Fresno State transferability list, and program articulation agreements ensure accuracy in this process and identify enrollment patterns.

Furthermore, the College has developed and maintains articulation agreements with institutions to which WHCL students frequently transfer. The Articulation Officer facilitates consistent reviews of articulation and any needed updates, as WHCL and its transfer partners continually revise curriculum. All information about courses and their applicability to ADT's, CSU-GE, IGETC (Intersegmental General Education Transfer Curriculum), CSU (California State University) transferability, UC transferability, and C-ID qualification is updated annually in the Academic Catalog.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

At WHCL, Institutional Student Learning Outcomes (ISLOs) as detailed in the Academic Catalog ([II.A.11-01](#)) identify measurable student learning outcomes in the following areas:

- communication competency
- analytical inquiry
- information competency
- quantitative reasoning
- ethical reasoning, ability to engage in diverse perspectives
- personal, academic, and career development

These ISLOs are reviewed yearly by the Outcomes and Assessments Committee (OAC) ([II.A.11-02](#); [II.A.11-03](#)). Alignment between Program Student Learning Outcome (PSLO) data and ISLO data are accomplished by course mapping to both program and institutional outcomes in eLumen ([II.A.11-04](#)). The relationship between ISLOS, PSLOs, and course-level SLOs is outlined in the program review and Student Learning Outcomes section of the Planning and Governance Manual ([II.A.11-05](#)).

Program-specific learning outcomes are developed by faculty as part of each program curriculum, and is subsequently reviewed, revised, and approved by each Learning Area and the Curriculum Committee ([II.A.11-06](#); [II.A.11-07](#)). The eLumen curriculum management system organizes and publishes current learning outcomes for each program in the Academic Catalog ([II.A.11-08](#)) and learning outcomes are regularly analyzed during program review ([II.A.11-09](#)).

Analysis and Evaluation

By developing, maintaining, and analyzing collegewide learning outcomes aligned with course-level and program-level assessments, WHCL ensures that all programs include student learning outcomes,

appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and engagement of diverse perspectives. By leveraging eLumen and its workflows, the College ensures that all programs are equipped with program-specific outcomes to which course-level outcomes are aligned and provides a means of compiling and communicating these data for regular analyses. These outcomes are reviewed consistently through established processes such as program review and annual audits by the Outcomes and Assessments Committee (OAC) .

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

At WHCL, all associate degree programs incorporate appropriate general education requirements in their program requirements ([II.A.12-01](#)). Corresponding recommended sequences clearly highlight the inclusion of general education requirements ([II.A.12-02](#)). AP 4025 Philosophy and Criteria for Associate Degree and General Education specifies that, "Students receiving an associate degree shall complete a minimum of 18 semester units of general education..." ([II.A.12-03](#)). These requirements are listed in the Local Degree Graduation Requirements page of the Academic Catalog ([II.A.12-04](#)). Those seeking transfer to a CSU or UC follow the general education requirements outlined by the CSU GE (General Education) Breadth and IGETC (Intersegmental General Education Transfer Curriculum) requirements outlined in their respective Academic Catalog pages ([II.A.12-05](#); [II.A.12-06](#)). By completing these CSU and/or UC level general education requirements, students can receive a Certificate of Achievement in Transfer Studies ([II.A.12-07](#); [II.A.12-08](#)).

A course's inclusion in the list of general education courses is determined locally by the General Education Committee under the direction of the Curriculum Committee chair ([II.A.12-09](#)). This meeting is used to approve the inclusion of courses in the list of local general education requirements and to propose courses for submission for CSU GE Breadth and IGETC review and consideration ([II.A.12-10](#)). The timeline for external approval is outlined in the Articulation Officer's Timeline for CSU GE, IGETC, and Local GE ([II.A.12-11](#)). A course's designation as a CSU GE Breadth and/or IGETC course is listed in the course's Academic Catalog page ([II.A.12-12](#)).

Analysis and Evaluation

Established administrative and curriculum procedures ensure that all programs incorporate appropriate general education requirements and outline processes for required external review. Related committees are faculty-led and rely solely on faculty expertise to determine whether a course fulfills one or more of the given general education categories based on CSLOs and competencies. These general education requirements are listed in the Academic Catalog in every associate degree program and in a dedicated section regarding local requirements. Catalog pages for programs also include recommended sequences that incorporate either specific general education courses or options within a given general education area. Furthermore, by offering a Certificate of Achievement that utilizes

these general education courses, the College promotes a sense of accomplishment in students who complete the necessary requirements.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All instructional programs at WHCL require a “minimum of 18 semester units in a major or area of emphasis as defined in the college catalog with each course completed with a 2.0 GPA or higher” as dictated by AP 4100 Graduation Requirements for Degrees and Certificates ([II.A.13-01](#)). In the Academic Catalog, these requirements are identified as “Required Core Courses” ([II.A.13-02](#)). PSLOs show a focus on the mastery of key theories and practices within the field of study ([II.A.13-03](#)).

Analysis and Evaluation

At WHCL, the inclusion of focused study in at least one area of inquiry or in an established interdisciplinary core is embedded in the program approval process. The criteria that the Curriculum Committee follows are established and practiced according to local administrative procedures and statewide guidelines. These major requirements and corresponding learning outcomes are clearly defined for students in the Academic Catalog.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

WHCL relies on its strong industry ties to ensure that graduates of CTE programs demonstrate technical and professional competencies that meet employment standards and prepare students for external licensure and certification ([II.A.14-01](#)). A recent example of advisory committee input is the approval of the suggested changes to Computer Information Systems (CIS) programs ([II.A.14-02](#)). This discussion, revision, and subsequent approval of the suggested changes highlights the College’s commitment to meeting employment standards through local employer feedback to ensure WHCL students are prepared for certification and employment after program completion.

The Nursing and Paramedic programs demonstrate compliance with this standard through its continuous accreditation by the State of California Board of Registered Nursing (BRN) and the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), respectively ([II.A.14-03](#)). In their most recent visit, the BRN reported at their exit interview that the WHCL Nursing program had zero areas of non-compliance and gave the nursing team many compliments and commendations for major curriculum revisions, strong partnerships with community, excellent support for students, and for producing high-quality nurses for the Central Valley ([II.A.14-04](#)).

In addition, many CTE courses are specifically designed as preparation for certification and/or licensure ([II.A.14-05](#)). Success rates of graduates of WHCL CTE programs in external licensures highlight the programs’ abilities to prepare students for such examinations ([II.A.14-06](#)).

The CTE department also measures success of programs based on the results of program-specific reports ([II.A.14-07](#)) and the Career and Technical Education Employment Outcomes Survey (CTEEOS) College Reports. The CTE department compares the most recent CTEEOS report ([II.A.14-08](#)) to the previous report ([II.A.14-09](#)) to celebrate strengths and analyze areas for improvement.

Analysis and Evaluation

The WHCL CTE department maintains essential relationships with industry partners to ensure its programs continue to serve the needs of employers. Part of this dedication to student success is in the continued accreditation of the Nursing and Paramedic programs. During the last five years, WHCL Nursing program graduates boasted an NCLEX pass rate between 90% to 96%. Accomplishments in other external certification and licensure include 31 Intuit QuickBooks Certified Users and 6 Microsoft Office Specialists.

In terms of student success, the Paramedic program's annual report listed a positive job placement rate of 81.8%. Also, according to CTEEOS 2019 College Report, 69% of students surveyed secured full-time jobs in or closely related to their program of study; this was up 5 percent from the 2017 CTEOS survey. The overall change in hourly wages after completing CTE training was 38% or \$5.77 per hour; this was up \$2.77 per hour from the 2017 CTEOS survey. 87% of students surveyed reported being satisfied or very satisfied with their training in their CTE program.

15. 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.

Evidence of Meeting the Standard

The process for expansion and elimination of programs is outlined in AP 4021 Program Viability ([II.A.15-01](#)). When a program is eliminated or undergoes significant changes, WHCL abides by established student catalog rights ([II.A.15-02](#)). Along with these rights, if students have taken courses that are no longer available or required, faculty can review the older courses for alignment with current course learning outcomes and approve the previous course for substitution in the current program requirements ([II.A.15-03](#)).

A recent example of a program inactivation that went through this process is the College's Biology (AS) program. In the Math and Science Learning Area meetings ([II.A.15-04](#)), faculty had multiple discussions about how to transition students from the Biology (AS) to the Biology (AST) program, the number of students enrolled, and the process for phasing out the degree. Later, the learning area voted on inactivation, and it went to Academic Senate ([II.A.15-05](#)) for further discussion and a vote, then to the Curriculum Committee ([II.A.15-06](#)).

Analysis and Evaluation

When considering programs for deactivation or drastic revision, WHCL takes all necessary precautions to ensure there is minimal effect on students and their timelines for completion. According to established catalog rights, students who maintain continuous enrollment in at least one regular semester or session in a catalog year may elect to meet the associate degree or certificate requirements in the WHCL Academic Catalog in effect at the time of first enrollment or from any one year of subsequent continuous enrollment. This ensures that student progress is not affected by changes enacted after their initial enrollment unless the student so chooses. There is also an established process for students who do not meet the continuous enrollment requirements for catalog

rights by allowing these students options for course substitutions. WHCL is confident that program changes and deactivations are completed in ways that allow for student program completion in a timely manner with minimal disturbance.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The regular evaluation and continuous improvement of all instructional programs at WHCL is done through the program review process ([II.A.16-01](#)), overseen by the PAR Committee ([II.A.16-02](#)). Program reviews follow an established schedule set by the PAR Committee ([II.A.16-03](#)), wherein trained coaches ([II.A.16-04](#)) assist faculty in report preparations and designated faculty present the final report to PGC ([II.A.16-05](#)). This process includes data deep-dives wherein faculty are asked to reflect on institutional data as it relates to the program and identify successes and areas for improvement ([II.A.16-06](#)). Trends established through this process are identified by the PAR Committee and used with the Institutional Effectiveness and Student Success Committee (IESSC) to establish College initiatives ([II.A.16-07](#)). Results of all program reviews are integrated into collegewide planning for improvement and informed decision making. In accordance with AP 4020 Program, Curriculum, and Course Development, the program review process is also regularly reviewed and refined “to improve institutional effectiveness resulting in improvements in student achievement and learning.” ([II.A.16-08](#); [II.A.16-09](#)).

Analysis and Evaluation

All programs at WHCL, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location undergo regular evaluations and continuous improvement by virtue of the program review process. This process allows faculty to explore data related to the program and then discuss and plan strategies for addressing any improvement areas. The PAR Committee ensures the timely review of programs by establishing a schedule and timeline for these reviews. The PAR Committee also provides ample support by assigning faculty reviewers a trained coach.

To establish a more direct application of program review analysis to institutional planning and integrated effectiveness of student success, the College has established an Initiative Creation Process wherein trends that surface during program reviews are investigated by the Data Team (a subgroup of IESSC). The Pro-Active Student Support (PASS) Committee (an IESSC subcommittee) is tasked with developing an initiative to address the trend. If the initiative is a success, the results are presented to PGC for collegewide scaling. This process demonstrates a collaborative, systemic dedication to the improvement of programs and courses to enhance learning outcomes and achievement for students.

Conclusions on Standard II.A: Instructional Programs

WHCL continuously embodies its vision of the relentless pursuit of student success by providing quality programs, regardless of modality, that align with the College’s mission, are of appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning, and include a

focused study in at least one area of inquiry or in an established interdisciplinary core and general education requirements (as applicable) as well as established program-level learning outcomes that align to course-level outcomes, which further align to institutional learning outcomes.

WHCL ensures that there is a distinction between degree-applicable, college level courses and non-degree-applicable, pre-college level curriculum, and the pre-college level curriculum is structured in ways that support students in their future pursuits in transfer level curriculum. The institution also ensures that learning areas schedule courses to facilitate timely completion and that those courses are taught in a variety of modalities by faculty who embrace innovative teaching practices that reflect the changing needs of its diverse students. This scheduling considers program deactivations and major revisions so that students can complete programs with minimal disturbance. The established processes ensure constant faculty involvement in the creation, modification, review, and elimination of these instructional programs to ensure that student success and completion reflect the attainment of the identified learning outcomes and are aligned with the expectations of external institutions for efficient transfer of credits. For those in CTE programs and courses, achievement in a WHCL program also reflects the attainment of technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Improvement Plan(s)

While credit by examination has been offered for some classes at the College and procedures are posted on the College's website for Credit for Prior Learning (Quickpath) options, the shift to offering credit for prior learning will require additional steps and focus to improve the process. The timelines for continued review and refinement of these Credit for Prior Learning processes are outlined in the Quality Focus Essay.

Evidence List

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B. Library and Learning Support Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

In accordance with BP 4040, WHCL has “library and learning support services that are an integral part of the [College’s] educational program” ([II.B.1-01](#)). The Library and Academic Support program ensure the services provided are of sufficient quantity, currency, and depth to help students achieve their educational goals. These services are housed in the College’s Library/Learning Resource Center (LLRC) ([II.B.1-02](#)).

The Library maintains adequate staff and hours of operation ([II.B.1-03](#)) consistent with Education Code Section 78103 ([II.B.1-04](#)). It offers eBooks, print books, reference books, film and video databases, and course reserve textbooks ([II.B.1-05](#)). The Library also provides collections that are

diverse in scope and formatted to support student research, learning, and achievement. The Library's collections include a multidisciplinary print collection of 21,250 items and 20 online research databases with content from reference and academic books and periodicals ([II.B.1-06](#)). These collections are subject specific and interdisciplinary to align with and support the college curriculum. Library staff also facilitate the use of the e-learning area that houses 75 computer workstations and 1 printer for student and faculty use as well as the reservation and use of the 6 study rooms available for individual or group use ([II.B.1-07](#)).

The Library and Learning Resource Center website offers many services for students that are on and off campus. These services include the library catalog, research guides, FAQ, online chat and reference help, and research databases. In 2018/2019 the total database usage statistics for all databases was 249,410 sessions; 2019/2020 it was 143,460 sessions; 2020/2021 it was 91,519 sessions ([II.B.1-08](#)). The drop of sessions from year to year is due to a drop in student enrollment caused by the pandemic. Information about these and other library services and access to all virtual services and resources, including virtual collections, can be found on the Library and Learning Resource Center webpage, which can be accessed both through the College's website ([II.B.1-09](#)) and through Canvas via an icon within the global navigation menu ([II.B.1-10](#)).

Services provided by the LRC are evaluated through the WHCL Student Satisfaction Survey. In the latest results from Fall 2022, the Library/LRC received a 97.9% satisfaction rate. In addition, 94.7% of students surveyed were satisfied with the availability and hours of the LRC, 92.9% of were satisfied with the library materials, and 92% were satisfied with the online resources available ([II.B.1-11](#)). These results provide evidence that the College supports student learning through its library services to students and the services are sufficient in quantity, currency, depth, and variety regardless of location or means of delivery.

Usage statistics and attendance tracking of the Library/LRC services provide evidence of the College community's use of the services. In the 2019/2020 academic year, the gate counts confirm 4,965 visitors ([II.B.1-12](#)). There was a significant drop in Library visitors when the campus closed during the pandemic. When the College returned to in-person services and classes in the 2021/2022 academic year, the number of visitors increased to 3,315 ([II.B.1-13](#)). The door count thus far for the 2022/2023 academic year indicates that monthly visitors to the Library continues to increase nearing pre-pandemic levels ([II.B.1-14](#)).

The Academic Center for Excellence (ACE) is the College's center for academic support services, with an emphasis on English, Math, and Science courses ([II.B.1-15](#)). ACE is overseen by faculty and staffed with Supplemental Instructor (SI) leaders who also provide in-class support for their assigned course sections ([II.B.1-16](#)). SI leaders attend mandatory training led by certificated faculty at the beginning of each semester and weekly training during the term ([II.B.1-17](#)). These training sessions ensure SI knowledge and skills are current and in-depth to provide optimal support for student success. ACE provides online academic support through the NC100 Canvas course shell ([II.B.1-18](#)). The NC 100 Canvas shell allows students access to schedules for ACE, asynchronous Essay Review, and online services. Enrollment in NC100 has increased from 948 students in Fall 2021 to 990 in Fall 2022. Students also have the option of utilizing on-demand tutoring services, including drop-in tutoring, scheduled tutoring appointments, and feedback on essays in house from through Essay Review option ([II.B.1-19](#)). With these flexible modalities for tutoring services, ACE and SIs can support students regardless of location.

Tutoring received an 94.7% satisfaction rate on the WHCL Student Satisfaction Survey conducted in Fall 2022. ([II.B.1-20](#)) On the 2020-2021 Completer Survey, 50% of graduates acknowledged that Supplemental Instruction contributed to meeting their academic and/or career goals, and 48% of graduates acknowledged that tutoring contributed to meeting their academic and/or career goals. ([II.B.1-21](#)) The statistics provide evidence the College supports student achievement by providing learning support services to students.

Analysis and Evaluation

WHCL supports student learning and achievement through a rich array of services, resources, and collections offered by the library and a wide range of academic support services provided through ACE.

The library maintains hours of operation on Monday-Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 2:00 p.m. during regular academic terms. The library has five staff members, including two full-time certificated librarians with one dedicated to Open Educational Resource development; one part-time librarian, and two full-time classified professionals. The librarians and staff assist students, staff, faculty, and community members with academic research and provide instruction on how to access library resources and services. Additionally, the library team have created and implemented online guides and video tutorials for 24/7 assistance which accessible through Canvas and the Library website.

Services and additional resources provided by the library to support student learning and achievement include reference services via in-person, phone, email, and chat; course reserves; circulation services; individual and group study spaces, including study group rooms; computer workstations; and printing, photocopying, and scanning services.

The Academic Center for Excellence offers drop-in tutoring for any student in any WHCL class and targeted SI sessions for the sections assigned to the SI. Students receiving tutoring are enrolled in a non-credit class titled NC 100: Supervised Tutoring. NC 100 is accessed through a Canvas course shell which provides access to online tutoring. Other options for academic support are offered through NetTutor which provides additional support for online students and is available 24 hours a day and 7 days a week. These services are assessed regularly through student satisfaction surveys to ensure they meet the needs of the WHCL students regardless of their location.

2. 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.

Evidence of Meeting the Standard

The Library's Collection Development Policy guides the selection and maintenance of materials that engage, encourage, enrich, and empower students, faculty, and staff and follow the respective missions of the College and Library ([II.B.2-01](#)).

The Library's collection contains a wide variety of resource formats and publication dates ([II.B.2-02](#); [II.B.2-03](#)). Most of the resources in the collection were published pre-2010, though the library staff continuously works on weeding out outdated resources and replacing them with more current resources, unless there's historical value ([II.B.2-04](#)). The visual materials in the collection include two

databases that are specifically devoted to streaming video ([II.B.2-05](#)). Many of the library's newest visual materials are available on the Films on Demand database, which is updated regularly ([II.B.2-06](#)).

The computers in LLRC are on a regular replacement rotation as overseen by the District's IT department. The LLRC follow the District's hardware ([II.B.2-07](#)) and software ([II.B.2-08](#)) purchasing processes and collaborate with the College's Technology Committee to ensure products to support student learning are secure, accessible, and reliable.

WHCL purchased 175 laptops and 205 hotspots for students to check-out during the COVID-19 closures. In the Fall 2021 semester, the Library took charge of this process ([II.B.2-09](#)) wherein students would submit a Student Technology and Equipment Request Form ([II.B.2-10](#)) and the laptop and/or hotspot would be distributed to students based on the availability of the equipment requested.

Librarians and Library classified staff work collaboratively on the annual Budget Allocation request process to determine needs for equipment and materials ([II.B.2-11](#)). In recent years, the library has successfully procured equipment and materials through this process, including new computer chairs ([II.B.2-12](#)).

To ensure engagement and collaboration with the College's Open Educational Resources (OER) initiatives, a librarian was hired in 2017 to support faculty with the development of OER materials ([II.B.2-13](#)). The OER Librarian sits as the faculty co-chair of the OER Committee ([II.B.2-14](#)) who oversees the development and implementation of OER materials across the College. Adopting OER to create zero cost course sections ties to the WHCL mission of serving a "diverse community who seek a cost-effective, relevant, and engaging educational experience and are committed to ensuring accessibility for all students and aim to cultivate an inclusive, equitable, and collegial climate" ([II.B.2-15](#)). OER is cost effective ([II.B.2-16](#)), can be customized by faculty to be relevant and engaging ([II.B.2-17](#)), and helps to reduce barriers and increase equity among our students. As a result of the college's OER efforts, 66% of course sections offered are zero textbook cost and 7% are low textbook cost ([II.B.2-18](#)). Faculty resources and the OER librarian's contact information are on the College website ([II.B.2-19](#)).

Analysis and Evaluation

Through cross collaboration, WHCL relies on the expertise of faculty and other learning support services professionals to select and maintain the needed educational equipment and materials to best support student learning across the institution.

Faculty librarians, working collaboratively with discipline faculty, are responsible for the selection, maintenance, and deselection of materials. The OER Librarian helps faculty select, create, and maintain the Zero-Textbook Cost (ZTC) and Low-Textbook Cost (LTC) sections by using free materials or OER. OERs must be maintained and need to be published within the last five years, like traditional publisher textbooks. The OER Committee meets regularly to review the campus implementation and develop best practices for OER.

In response to the COVID-19 closures, the LLRC made laptops and hotspots available to students for checkout. Since the return to campus in Fall 2021, the checkout process has been integrated into the Library operations. The Library currently manages the technology checkout process by confirming active enrollment, distributing the requested devices, and receiving returned devices.

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

Evidence of Meeting the Standard

The evaluation of Library and other learning support services is conducted through the College's program review process. In this process, the Library/LRC and Academic Support programs are reviewed every four years with a mid-term report every two years. Program Review includes assessment and analysis of program SAOs.

The Library/LRC SAO's include various assessments like age of collection data, classroom visits, door count, and study room usage ([II.B.3-01](#)). The 2020-21 full program review for Library/LRC resulted in the Library implementing changes including utilizing more virtual methods to connect with students ([II.B.3-02](#)). These methods were found to be increasingly more popular with students than traditional classroom orientations.

The Library also participates in collegewide student surveys. As mentioned in Standard II.B.1, the Library received a 97.9% satisfaction rate on the WHCL Student Satisfaction Survey conducted in Fall 2022. Students found the Library met their needs by scoring them 94.7%% and above in the areas of availability and hours of the Library/learning resources, study room availability, library materials, online resources (databases and eBooks), ease of locating resources, and printing services ([II.B.3-03](#)).

The Academic Support program also conducts program review on a regular cycle. The Academic Support program began participating independently in the Program Review process in 2019. Evaluating goals and outcomes are part of that process ([II.B.3-04](#)). As a result of the PR process, issues with tracking software were identified and new software was identified.

The Academic Support program utilizes in-house student satisfaction surveys for students using drop-in services in ACE as well as students attending sessions with Supplemental Instruction leaders (SI). SI are given compiled results, and common issues are addressed during training ([II.B.3-05](#)).

Analysis and Evaluation

The Library and Academic Support services participate in the program review process and conduct surveys of students to continuously evaluate and improve services.

Evaluations conducted through the program review and mid-term report processes are used to analyze the Library/LRC's goals and identify department needs in order to improve services. The LRC engaged in multiple evidence-gathering processes to continuously evaluate services and make improvements, including the Learning Resource Center's mid-term report with assessed SAOs, campus student satisfaction surveys; tracking of student visits to ACE for tutorial services; and surveys of students who received ACE services to assess the effectiveness of tutorial services. During the last midterm program review Academic Support identified that their current tracking software could not provide information needed to accurately assess SAOs, so an alternative software, TutorTrac, was identified for purchase.

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

WHCL maintains documentation pertaining to formal agreements. The Library is required to follow the District's IT Software Purchasing Request Process, wherein IT assists in the assessment and assurance of security, maintenance, and reliability of services provided. ([II.B.4-01](#)). The Library is a member of the California Community Colleges Council of Chief Librarians ([II.B.4-02](#)). Through this membership, the Library is eligible to participate in the cooperative purchasing program for information resources and services, including online research databases. Membership also allows for involvement in best practices, professional development events, and maintenance of the library service platform ([II.B.4-03](#)).

The Library was also a participant in the statewide Library Services Platform (LSP) initiative to migrate all the California Community Colleges over to a new library service platform, ExLibris, in 2019. The Library has a contractual agreement with the state for ExLibris, which includes Alma (back end) and Primo (patron-facing discovery service) ([II.B.4-04](#)). Alma includes tools and analytics to assess library catalog searches, circulation stats, and more. This helps identify how students are using the library catalog and how often books are being checked out ([II.B.4-05](#)). This data can inform the library on what patrons search for and what resources are used most often, which influences collection development.

The library budget to ensure effective services includes general fund, categorical support, grants, and substantial lottery funds ([II.B.4-06](#)). The availability of lottery funds has been consistent; however, the College will continue to advocate through the budget allocation process for additional general funds which can be challenging due to the 50% law implications ([II.B.4-07](#)). A consistent funding source is necessary to expand services to meet the growing needs of the College's diverse student body and the surrounding community.

Analysis and Evaluation

The Library and other learning support services participate in a state-level consortium for electronic resources and in the statewide LSP initiative for California Community Colleges. It also purchases direct subscriptions and software through vendors. In all cases, the LLRC ensures that there are documented service agreements, the services are adequate for the College's intended purpose and are easily accessible and utilized. The College and the LLRC also take responsibility for ensuring the security, maintenance, and reliability of services.

Conclusions on Standard II.B: Library and Learning Support Services

WHCL meets this standard with its provision of extensive Library and learning support services that support the on-campus and distance learning of credit-based and non-credit students. Student satisfaction and effectiveness surveys consistently award high ratings overall for the Library and ACE. Library and learning support service faculty and staff work collaboratively with colleagues across all

disciplines and service areas to ensure the provision of relevant resources and services. Multiple assessment processes occur regularly to track service trends, student satisfaction, service area outcome achievement, and areas of improvement. Resource subscriptions and software licensing agreements necessary for maintaining relevant and responsive academic support services are made possible by state consortia memberships and IT support.

Improvement Plan(s)

None

Evidence List

[II.B.1-01](#) BP4040
[II.B.1-02](#) CampusMap_19
[II.B.1-03](#) LRCHours_web
[II.B.1-04](#) EdCode78103_web
[II.B.1-05](#) LibTextbks_web
[II.B.1-06](#) AgeOfCollection_03-22-23
[II.B.1-07](#) Lib_ProgRev_2020
[II.B.1-08](#) WHCL_UsingLRC_web
[II.B.1-09](#) WHCL_LibLRC_web
[II.B.1-10](#) Canvas_LibIcon_web
[II.B.1-11](#) SatSurvResults-Lib_FA22
[II.B.1-12](#) GateCounts_19-20
[II.B.1-13](#) GateCounts_21-22
[II.B.1-14](#) GateCounts_22-23
[II.B.1-15](#) ACESched_SP23
[II.B.1-16](#) WHCL_Tutoring_web
[II.B.1-17](#) SI_JobDescr
[II.B.1-18](#) Canvas_NC100_web
[II.B.1-19](#) Canvas_NC100Zoom_web
[II.B.1-20](#) SatSurvResults-Tutoring_FA22
[II.B.1-21](#) CompSurvAnalysis_22
[II.B.2-01](#) LibCollectionPolicy_22
[II.B.2-02](#) LibResFormats_web
[II.B.2-03](#) LibResSample_web
[II.B.2-04](#) AgeOfCollection
[II.B.2-05](#) LibDBList_web
[II.B.2-06](#) FOD_web
[II.B.2-07](#) HWPurchProc_web
[II.B.2-08](#) SWPurchProc_web
[II.B.2-09](#) LaptopChkOutProc
[II.B.2-10](#) TechReqForm_web
[II.B.2-11](#) PGCMannual_BACProc_p7
[II.B.2-12](#) FundedReq_23-24
[II.B.2-13](#) OER.Lib_JobDescr
[II.B.2-14](#) PGCMannual_OER_pp25-26
[II.B.2-15](#) WHCL_Mission_web
[II.B.2-16](#) OERCostSavings_22-23
[II.B.2-17](#) OERCustom_web

[II.B.2-18](#) ZTCSections_22-23
[II.B.2-19](#) OERFacRes_web
[II.B.3-01](#) ProgRev_LLRC_22-23
[II.B.3-02](#) Lib_ProgRev_2020
[II.B.3-03](#) SatSurvResults-Lib_FA21
[II.B.3-04](#) ProgRev_AcadSup_22-23
[II.B.3-05](#) ACEEval
[II.B.4-01](#) SWPurchProc_web
[II.B.4-02](#) CCLMem_21-22
[II.B.4-03](#) CCLPurpose_web
[II.B.4-04](#) LSPAgreement_19-20
[II.B.4-05](#) LibCtlgSearches
[II.B.4-06](#) LibBudget_22-23
[II.B.4-07](#) FundedReq_23-24

C. Student Support Services

1. **The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

Evidence of Meeting the Standard

WHCL is committed to providing a wide variety of quality services to students that support student learning and enhance accomplishment of the College mission. These student services programs include services and activities that begin during onboarding and provide support all the way through to graduation ([II.C.1-01](#); [II.C.1-02](#)). Program designees evaluate student support programs every four years with a two-year midterm through the program review process ([II.C.1-03](#)).

The District's Office of Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) provides a sizable portion of the data used in these evaluations, namely student satisfaction and completer survey results ([II.C.1-04](#)). ARIEP provides collected data to the College regularly to assist in determining effectiveness and efficiency of initiatives across campus that aim to increase student success as determined by WHCL's Strategic Plan ([II.C.1-06](#)).

Individual service areas also assess quality of service through surveys ([II.C.1-05](#)). The service areas use the results to identify areas of improvement through the analysis of disaggregated data collected, and recommendations, adjustments, and changes are considered after reviewing the analysis ([II.C.1-07](#); [II.C.1-08](#)). Prior to the COVID-19 pandemic the College utilized focus groups to gather additional information for service quality and has resumed the focus group strategy in Spring 2023 with discussions regarding modality terminology ([II.C.1-09](#)). These results are discussed in the Institutional Effectiveness Student Success Committee (IESSC) ([II.C.1-10](#)).

Analysis and Evaluation

WHCL evaluates and demonstrates its commitment to supporting student learning and continuous improvement of programs through the program review process and student surveys. Student Services and Education Services work collaboratively to provide support to students at all stages of their

academic and non-academic experience at WHCL.

The College's biennial program review process ensures these programs consistently support student learning and enhance accomplishment of the College's mission regardless of location or means of delivery. As mentioned in previous sub-standards, the program review process evaluates the quality of student support services by setting goals for each program and describing how the program meets the goals and how the program aligns with the College's mission. They include an in-depth evaluation of the support services and incorporate input from the shared governance committees at the College.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

WHCL provides a range of support services that focus on the achievement of identified Service Area Outcomes (SAOs), including services intended to support student success and equity for specific student populations. The College demonstrates commitment to continuous improvement of these programs through the evaluation of services provided, namely student surveys and program review ([II.C.2-01](#); [II.C.2-02](#)). Using data housed in the Non-Instructional/Student Support Program Review Dashboard ([II.C.2-03](#)) as well as through student surveys, programs can make data-driven decisions regarding improvements in services, student access, and support for student success, which lead to increased retention, persistence, and academic success ([II.C.2-04](#)). During the program review process, programs assess goals and SAOs and make necessary adjustments to the services offered ([II.C.2-05](#)). One example of continuous improvement based on assessment data is the Admission and Records department who took satisfaction survey data to create and provide training and support to its staff on how to better serve students ([II.C.2-06](#); [II.C.2-07](#)).

Analysis and Evaluation

WHCL has identified SAOs for student support service areas and counseling services. The individual service areas integrate and apply assessment results to the continuous improvement of outcomes achievement in response to feedback collected through data dashboards; student and employee satisfaction surveys; and state mandates such as Student Equity and Achievement Plan.

The College uses results from data analyses and biennial program reviews to measure program and service effectiveness and guide any necessary improvements. The College uses data dashboards regularly to view data regarding demographics, academic discipline, Guided Pathways momentum metrics, enrollment, and completion and transfer rates.

- 3. 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. (ER 15)**

Evidence of Meeting the Standard

WHCL offers appropriate, comprehensive, and reliable student support services to all students regardless of service location or delivery method. WHCL offers access to services through various modalities, including in-person, remote/online, and over-the-phone ([II.C.3-01](#)). Most services are available in person during weekdays, and all services have dedicated webpages which provide

information on availability of services and point of contact information ([II.C.3-02](#); [II.C.3-03](#)).

During the COVID-19 closures, the College offered all students services online. In preparation for this transition, student services staff were trained in topics such as basic Zoom training ([II.C.3-04](#)), Zoom Room Management ([II.C.3-05](#)) and Calendly setup ([II.C.3-06](#)). Furthermore, many of the student services programs developed and continue to maintain asynchronous support through program-specific Canvas shells ([II.C.3-07](#); [II.C.3-08](#)). Students can also access other necessary tools and forms for different services on their student portal ([II.C.3-09](#)) and on the College's website ([II.C.3-10](#)). These technology-enhanced services coupled with traditional in-person services ensure that all students receive equitable access to any needed support, resulting in high satisfaction ratings ([II.C.3-11](#)).

An example of how student services programs provide this equitable access to students is the flexibility of appointment modalities used by the counseling department. Counselors and advisors can now meet with students over the phone, through video conferencing, or in-person ([II.C.3-12](#)). Because of this flexibility, students who normally would not have the transportation or time to meet with their counselors and/or advisors now have access to those services ([II.C.3-13](#)).

The College also provides evening services through part-time counselors and a regular, monthly registration event called EagleReg. EagleReg, formerly LiveRegFest, provides comprehensive enrollment services including counseling and advising, financial aid, and registration ([II.C.3-14](#)). The EagleReg events are scheduled from 5:00 p.m. to 8:00 p.m. so that the College can support students who are not available during regular business hours and ensure that all students can get the support they need to apply for college, connect with Financial Aid, and register for classes.

Analysis and Evaluation

WHCL consistently assures equitable access to all students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. In response to the COVID-19 campus closures, the College transitioned all student support services online. After returning to campus, student support services continued to offer flexible options to meet the diverse needs of the College's student population. Additionally, most student services paper forms, which required in person and "wet" signatures, were converted to a digital format and have been made easily accessible through the Student Portal. In doing so, the College has further ensured that all students have equitable access to services they need throughout their educational journey. Although many of the services include online and remote components, the College has not let go of traditional in-person services to accommodate those who prefer in-person help. In these cases, the staff ensures that the quality of the services provided is appropriate, comprehensive, and reliable.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

WHCL provides access to co-curricular programs and athletic programs that are suited to the College's mission and contribute to the social and cultural dimensions of students' educational experience. WHCL conducts all its co-curricular and athletic programs with sound policy and integrity standards including fiscal controls.

WHCL's co-curricular Student Life and Engagement Program includes the Associated Student Government (ASG) and student-run clubs and organizations ([II.C.4-01](#); [II.C.4-02](#)). These student organizations promote personal growth, professional development, leadership, and service to various communities ([II.C.4-03](#)). Many participants of Student Life programs are also exposed to the shared governance by actively participating in campus committees as student representatives ([II.C.4-04](#); [II.C.4-05](#)).

All student organizations, including ASG, have a faculty or staff advisor who ensures that each organization follows policies and respective bylaws that outline standards of integrity ([II.C.4-06](#); [II.C.4-07](#)). These programs adhere to regulations by defining eligibility requirements for student leaders that must be maintained throughout their terms of office ([II.C.4-08](#); [II.C.4-09](#)).

ASG, as the primary student organization, oversees numerous campus events, including Welcome Week activities, Club Rush, Fuel for Finals, and other campus and community events ([II.C.4-10](#)). Per BP 5400 Associated Student Organization, ASG as an organization "shall conduct itself in accordance with state laws and regulations and administrative procedures established by the Chancellor" ([II.C.4-11](#)). ASG meetings adhere to Brown Act requirements, including making agendas and minutes available for public access, and are conducted following Robert's Rules of Order ([II.C.4-12](#); [II.C.4-13](#)).

Other student organizations include community-based groups such as "Rainbow Alliance" for LGBTQ+ and allies ([II.C.4-14](#)) and program-based groups, such as "Golden Eagle Administration of Justice Club" for AOJ majors ([II.C.4-15](#)). These groups develop, plan, and design organization-specific activities in collaboration with or in addition to events organized by ASG that promote a well-balanced student experience where cultural and social differences are valued ([II.C.4-16](#)).

Student organization funds are managed by the Student Life and Engagement Program in collaboration with the District's Business Office. All financial transactions by student organizations follow the Associated Student Body Accounting Manual and ASB Additional Procedures ([II.C.4-17](#); [II.C.4-18](#)). All expenditures must be approved by the organization's members, the organization's advisor, the Coordinator of Student Support Services and Engagement who serves as the College designee, budget head (if needed), and the Vice President of Student Services (VPSS) who oversees the department.

WHCL offers men's and women's basketball, men's and women's soccer, men's wrestling, and women's volleyball. All athletic programs are overseen by the Associate Dean of Athletics, Kinesiology, and Physical Education and conform with the California Community College Athletic Association bylaws ([II.C.4-19](#)). Each athlete must submit required documentation to the commissioner that is entered into the Form 3 database for athletic eligibility ([II.C.4-20](#)). This process ensures that student athletes comply with the eligibility guidelines specified in the CCCAA bylaws.

All funding and expenditures associated with athletic programs are regulated through College and WHCCD guidelines using general fund budget or appropriate categorical sources ([II.C.4-21](#)).

Analysis and Evaluation

WHCL provides a comprehensive variety of co-curricular programs to expose students to leadership, cultural, social, and athletic experiences. All co-curricular programs participate in program review, are subject to campus financial oversight and controls, and comply with relevant reporting requirements.

Student organizations have established bylaws and contribute to the social and cultural dimensions of the educational experiences of WHCL students. Students participating in athletic programs are monitored throughout the year through weekly reports to verify that students are enrolled in at least 12 units. Under-enrolled students receive follow-up services from their coach, Associate Dean of Athletics, Kinesiology, and Physical Education, and athletics support staff. If a student athlete is not meeting enrollment standards, they are assisted by counseling staff to meet compliance. Along with enrollment, academic progress is monitored at the end of each term. Those not meeting the overall GPA of a 2.0 since their first competition are ineligible to compete. These existing procedures and requirements demonstrate that co-curricular and athletics programs at the College are conducted with sound educational policies, and the College takes responsibility for the control of these programs.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

WHCL provides various counseling and advising services in multiple modalities to best accommodate student needs and support student development and success. The College uses technology to leverage student access, including virtual counseling ([II.C.5-01](#)), online orientation ([II.C.5-02](#)), and online student success courses ([II.C.5-03](#)).

Access to information regarding counseling and advising services is available via the Student Portal, which provides students with information relative to registration, payment of fees, financial aid status, transcript requests, and degree progress ([II.C.5-04](#)). All counseling and advising related requests, including petitions related to enrollment and graduation, are conveniently available online through the student portal or in-person through the Admissions and Records department ([II.C.5-05](#)). To streamline this support, each student is assigned to a Concern Assess Resources Evaluate (CARE) team or an affinity group. Team assignments are based on categorical program affiliation, athletics participation, and other factors such as program of study ([II.C.5-06](#); [II.C.5-07](#)).

A fundamental counseling/advising service that the College provides for its students is academic planning. To facilitate this service, the College updated the degree audit feature within Colleague that feeds into the student's self-service student planning feature. This update better assists students and counselors/advisors in navigating through the College's REG365 process ([II.C.5-08](#)). In this same vein, program pathways have been developed and are accessible through the Academic Catalog to create transparency and consistency in recommended sequences, which have led to improved completion rates ([II.C.5-09](#)). Counselors develop Student Education Plans (SEPs) based on these pathways to help students plan and keep track of program requirements ([II.C.5-10](#)). These academic planning services collectively provide students with information relevant to academic requirements, including graduation and transfer policies.

To successfully deliver these services to students, the College promotes and supports its counseling faculty and classified support staff through various professional development opportunities and integrated practices ([II.C.5-11](#); [II.C.5-12](#)). Within the program review process, counselors and advisors can request funding for professional development activities ([II.C.5-13](#)). Counseling faculty have their own learning area meetings ([II.C.5-14](#)), which allows them to dedicate time to collaborate and discuss

any strengths or areas of concern. They also participate in student services meetings ([II.C.5-15](#)), instructional learning area meetings ([II.C.5-16](#)), and shared governance committees ([II.C.5-17](#)). Participation in instructional learning area meetings ensures counselors get the most updated information on curriculum and program changes ([II.C.5-18](#)). This contributes to a higher degree of communication and collaboration between educational and student services to support the development and success of the counseling faculty in their student support endeavors.

Analysis and Evaluation

Student success is at the core of counseling and advising services at WHCL. WHCL provides essential support to assist student development and success and prepares counseling faculty and advising staff to provide these services. Students have access to a variety of counseling and/or advising services that are offered in multiple modalities (phone, virtual, in-person) and orient students to ensure they understand the requirements related to their program of study, graduation, and transfer requirements. Counseling and/or advising is available through general counseling services and categorically-funded special programs.

CARE team and affinity group designations were designed and implemented to ensure that students have consistent and reliable counseling and advising. Assignment to a team is prioritized by which group the student belongs to (i.e., EOPS, DSPS, CalWORKs, Athletics, etc.). Students not participating in categorical programs are assigned to a CARE Team based on which learning areas their program of study falls under. This gives students a dedicated counselor and advisor who can get to know them and their unique situation to best provide support and guidance.

Counseling faculty and classified support staff are provided with opportunities for professional development, growth, and training. Bi-weekly counseling learning area (CLA) meetings provide a space for dialogue and discussion on topics, including services outcomes, goals, and strategies related to student success. Regular meetings are held with all student services staff to provide updates on processes and procedures, activities, and general information related to progress made in topics involving enrollment, persistence, retention, and transfer.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

WHCL has adopted and adheres to admissions policies consistent with its mission that specify qualifications of students appropriate for the College's programs. These admissions policies were developed in accordance with established board policies and administrative procedures, namely BP and AP 5010 Admissions and Concurrent Enrollment ([II.C.6-01](#); [II.C.6-02](#)); AP 5011 Admission and Concurrent Enrollment of High School and other Young Students ([II.C.6-03](#)); AP 5012 International Student ([II.C.6-04](#)); BP and AP 5015 Residence Determination ([II.C.6-05](#); [II.C.6-06](#)); and BP and AP 5052 Open Enrollment ([II.C.6-07](#); [II.C.6-08](#)). Students and community members can find admissions policies on the College's website ([II.C.6-09](#)) and in the Academic Catalog ([II.C.6-10](#)).

The College integrates Guided Pathways into academic and non-academic processes at WHCL. Students and the College community can access clearly outlined program requirements and sequences in the Academic Catalog ([II.C.6-11](#)).

Analysis and Evaluation

WHCL adheres to admissions policies guided by Board Policies and Administrative Procedures. The complete implementation and integration of Guided Pathways has created clear steps to complete degrees and certificates and to meet transfer goals. Learning area Deans use recommended sequences as templates for scheduling courses, while counseling and advising staff use them to advise students on clear pathways to complete their program and transfer goals.

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

Evidence of Meeting the Standard

WHCL regularly evaluates admissions practices through the program review process ([II.C.7-01](#)). During this process, the Director of Admissions and Records reviews and evaluates admissions practices to ensure that they comply with relevant accreditation standards.

WHCL's policies and procedures regarding the placement of new students are in accordance with AB 705 ([II.C.7-02](#)). These policies and procedures are assessed based on cohort groups for each of the categories for English and Math as shown in the Annual Evaluation of Placement Results ([II.C.7-03](#)). These results show that full implementation of AB 705 eliminated placement exams and allowed access to a faster track to complete college level Math and English. ([II.C.7-04](#); [II.C.7-05](#)). Students now have access to place in accordance with multiple measures placement, which allows students to work with counselors or complete the online English and Math Placement Guide ([II.C.7-06](#); [II.C.7-07](#)). Students who enroll in ESL courses also have a faster track to college level English ([II.C.7-08](#)). WHCL offers numerous ways for students to navigate the placement process including: (1) meeting with a counselor or advisor for recommendations, which are based on multiple measures, including self-placement; (2) Using the English and Math Placement Guide; or (3) utilizing the challenge process, which WHCL developed for students who do not agree with their placement recommendations ([II.C.7-09](#)). Procedures are assessed based on cohort groups for each of the categories for English and math as shown in the Annual Evaluation of Placement Results ([II.C.7-10](#))

Analysis and Evaluation

WHCL regularly evaluates admissions and placement instruments and practices. The program review process for the Admissions and Records service area ensures that the policies are valid and effective. Placements into college level Math and English are in full compliance with AB 705 and have removed access barriers to students.

8. 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.

Evidence of Meeting the Standard

At WHCL, student records are permanently, securely, and confidentially maintained in accordance with established board policies and administrative procedures. These policies and procedures provide regulatory guidance on the management of record keeping, namely BP and AP 3300 Public Records ([II.C.8-01](#); [II.C.8-02](#)), AP 3310 Records Retention and Destruction ([II.C.8-03](#)), BP and AP 5035 Withholding of Student Records ([II.C.8-04](#); [II.C.8-05](#)), BP and AP 5040 Student Records, Directory Information, and Privacy ([II.C.8-06](#); [II.C.8-07](#)), and AP 5045 Student Records, Challenging Content and Access Log ([II.C.8-08](#)). Students may request their records via online petitions and request forms,

which are available on their Student Portal ([II.C.8-09](#)). Students can authorize the release of their records using the Student Records Release module in their Student Self-Service portal ([II.C.8-10](#)). Information regarding the students' rights are available in the Student Records Release Module ([II.C.8-11](#)), and a statement is included in the catalog related to the release of student records ([II.C.8-12](#)). Information regarding this process is available in the West Hills Answer Center ([II.C.8-13](#); [II.C.8-14](#)).

The District IT department collaborates with college departments and administration to determine and provide access to college employees ([II.C.8-15](#)). Any employee who has or may be granted access to student records must undergo FERPA training ([II.C.8-16](#); [II.C.8-17](#)).

Analysis and Evaluation

WHCL has established policies and procedures for securing student records in accordance with FERPA guidelines. The Office of Admissions and Records is primarily responsible for maintaining student records securely and confidentially. These records include permanent academic records from WHCL, external transcripts, CCCApply data, academic petitions; grades, attendance, and rosters; student programs, graduation records, student certification records, and other various correspondence with students. Transcripts from outside colleges and official student records are kept in digital format via OnBase.

The College requires FERPA training as part of the onboarding process for new employees and provides refresher training to current employees. If needed, staff, faculty, and administrators can access student records for the completion of their official duties. Levels of access to student records are monitored by the District IT department in coordination with the Director of Admissions and Records or a member of the College Executive Team. WHCL does not release student records without the consent of the student unless it is a request from an exempted group or circumstances such as federal or state education officials, judicial or court orders, or subpoenas issued by a judge. Information may be released without student consent during an emergency where the information is needed to protect the health and safety of the student or other persons.

Plans have been initiated to streamline the process via self-service. Students will have immediate access and control to records release requests. This new process will provide clear guidance to students and staff on how records are maintained, accessed, and protected from unauthorized third-parties. This new process will also unify levels of access to the records release requests and set standards for staff to understand what can and not be released.

Conclusions on Standard II.C: Student Support Services

West Hills College Lemoore (WHCL) offers extensive support services aligned with its mission. Programs and services are frequently assessed to meet standards appropriate to higher education. Assessment data provides information on satisfaction and effectiveness of services. Data is available to the public and is used to make continuous improvements in quality and institutional effectiveness. WHCL offers services in a variety of modalities to best meet the needs of students.

Improvement Plan(s)

None

Evidence List

[II.C.1-01](#) WHCL_StdntSupServ_web

[II.C.1-02](#) WHCL_StdntRes_web
[II.C.1-03](#) AandR_ProgRev_21-22
[II.C.1-04](#) SatSurvResults-AR_FA22
[II.C.1-05](#) StratPlan
[II.C.1-06](#) ComplSurvAnalysis_20-21
[II.C.1-07](#) CounselingSurv_web
[II.C.1-08](#) SatSurvSummary_FA21
[II.C.1-09](#) FocusGroup_SP23
[II.C.1-10](#) IESSC_Agenda_03-09-23
[II.C.2-01](#) SatSurvResults-FinAid_FA22
[II.C.2-02](#) ProgRev_FinAid_22-23
[II.C.2-03](#) DataDash-StudServ_web
[II.C.2-04](#) ProgRev_CW_21-22_p11
[II.C.2-05](#) ProgRev_Counseling_22-23
[II.C.2-06](#) ProgRev_AR_21-22_p3
[II.C.2-07](#) A-R_StaffMtg_6.2022
[II.C.3-01](#) WHCL_StudServ_web
[II.C.3-02](#) WHCL_StudServPages_web
[II.C.3-03](#) WHCL_DSPTS_web
[II.C.3-04](#) StudServ_Agenda_03-13-20
[II.C.3-05](#) VirtualStudServTraining
[II.C.3-06](#) CalendlyTraining
[II.C.3-07](#) Canvas_EOPSCW_SP23_web
[II.C.3-08](#) Canvas_DSPTS_web
[II.C.3-09](#) StudPortal_web
[II.C.3-10](#) WHCL_VirtualResPg_web
[II.C.3-11](#) SatSurvResults-Counseling_FA22
[II.C.3-12](#) Civitas_Appt_web
[II.C.3-13](#) PGC_Minutes_11-30-22_p3
[II.C.3-14](#) EagleReg_04-19-23
[II.C.4-01](#) WHCL_ASG_web
[II.C.4-02](#) WHCL_StudOrgs_web
[II.C.4-03](#) WHCL_StudLife_web
[II.C.4-04](#) PGC_Minutes_12-14-22_p1
[II.C.4-05](#) BAC_Agenda-Mem_05-03-23
[II.C.4-06](#) WHCL ETF_web
[II.C.4-07](#) WHCL_EdRising_web
[II.C.4-08](#) ASG_Bylaws
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[II.C.4-10](#) WelcomeWk_SP23
[II.C.4-11](#) BP5400
[II.C.4-12](#) BrdDocs_ASG_web
[II.C.4-13](#) ASG_Minutes_11-23-22
[II.C.4-14](#) WHCL_RBA_web
[II.C.4-15](#) WHCL_AOJClub_web
[II.C.4-16](#) PrePrideWk_SP23
[II.C.4-17](#) FCMAT_ASB_Ref
[II.C.4-18](#) ASB_AddtnlProc

[II.C.4-19](#) CCCAABylaws_DATE
[II.C.4-20](#) CCCAA_Form3Tutorial
[II.C.4-21](#) BudgetAlloc_23-24
[II.C.5-01](#) Civitas_Appt_web
[II.C.5-02](#) WHCL_Orientation_web
[II.C.5-03](#) WHCL_STUDEV001_web
[II.C.5-04](#) StdntPortal_AdvisingServ_web
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[II.C.5-07](#) WHCL_Affinity_web
[II.C.5-08](#) WHCL_Reg365_web
[II.C.5-09](#) CompletionRates_web
[II.C.5-10](#) SampleSEP
[II.C.5-11](#) CounsAdvsr_Training_19-20
[II.C.5-12](#) Canvas_CivitasTraining_web
[II.C.5-13](#) CounsBudgReq_23-24
[II.C.5-14](#) CounsLA_Minutes_03-04-22
[II.C.5-15](#) StdntServMinutes
[II.C.5-16](#) MSLA_Minutes_04-14-23
[II.C.5-17](#) LemTech_Minutes_04-7-22
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[II.C.6-01](#) BP5010
[II.C.6-02](#) AP5010
[II.C.6-03](#) AP5011
[II.C.6-04](#) AP5012
[II.C.6-05](#) BP5015
[II.C.6-06](#) AP5015
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[II.C.6-08](#) AP5052
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[II.C.7-05](#) MathThrput_13-23
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[II.C.7-10](#) EvalofPlacementRsIts_22-23
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[II.C.8-09](#) StudPort_RecordsReq
[II.C.8-10](#) SRRM_web
[II.C.8-11](#) FERPAInfo_web
[II.C.8-12](#) Ctlg_FERPA_web
[II.C.8-13](#) WHCL_SRR-GrantAccess_web
[II.C.8-14](#) WHCL_SRR-FAQ_web
[II.C.8-15](#) JEDC_Minutes_09-20-22
[II.C.8-16](#) FERPATraining
[II.C.8-17](#) FERPA-SS

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

In accordance with Education Code sections 87100, 87400, and 88003, West Hills Community College District (WHCCD) and its colleges employ the most qualified administrative, academic, and classified personnel in accordance with state and district hiring and evaluation policies and procedures to support the College mission. At WHCCD, the Human Resources department is guided by established Board Policies, Administrative Procedures, and Collective Bargaining Agreements that outline the District's recruitment and hiring practices. These procedures are outlined in the following, which are all published on the district's website and available to potential candidates:

- BP/AP 7120 Recruitment and Hiring ([III.A.1-01](#); [III.A.1-02](#))
- AP 7125 Verification of Eligibility for Employment ([III.A.1-03](#))
- BP/AP 3420 Equal Employment Opportunities ([III.A.1-04](#); [III.A.1-05](#))
- BP 7210 Academic Employees ([III.A.1-06](#))
- AP 6950 Drug and Alcohol Testing ([III.A.1-07](#))
- CSEA Chapter 429 CBA ([III.A.1-08](#))
- CTA CBA ([III.A.1-09](#))

Hiring practices at the college level follow BP 7210 and AP 7210 regarding Recruitment and Hiring to establish the timeline for filling any vacancy and selection procedures. This policy also outlines the composition of selection committees for each job classification, all of which include an Equal Employment Opportunity (EEO) representative who is either a member of Human Resources staff or is a selection committee member who has been trained in the District's hiring process and EEO requirements by Human Resources.

In line with AP 7120, Human Resources verifies that applicants meet the minimum qualifications of the job description, including verification of any applicable educational requirements (degrees, certifications, etc.). Checks are conducted on applications regarding the equivalency of degrees from non-U.S. institutions.

Job postings contain the full, Board-approved job description, which includes the minimum qualifications, essential duties, and application requirements. Per AP 7210, all vacancies are to be posted publicly on the District website, at a minimum, and other print and online publications, as needed, including California Community Colleges (CCC) Registry, the centralized repository for posting community college jobs statewide. ([III.A.1-10](#); [III.A.1-11](#); [III.A.1-12](#))

Job-specific qualifications as well as the criteria and procedures for selection of personnel are clearly and explicitly stated in every Board-approved job description, which is developed in collaboration with the hiring manager to ensure alignment with the College's mission and to accurately reflect essential duties, responsibilities, and authority. ([III.A.1-13](#)) Job descriptions and announcements also include references to the supervising administrator, department, or associated program to provide clear delineation of responsibility and authority. ([III.A.1-14](#))

Analysis and Evaluation

WHCCD has policies and procedures in place to ensure that it hires qualified employees to support its programs and services. Established Board Policies and Administrative Procedures dictate the campus level recruitment and hiring practices to ensure that all administrators, faculty, and staff are qualified by appropriate education, training, and experience. These processes and criteria are clearly and publicly listed on the WHCCD website.

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- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

At WHCCD, academic employees including faculty are defined in BP 7210 Academic Employees, and AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies establishes the requirements for the District's academic employees. ([III.A.2-01](#)) The policy is aligned to California regulations around faculty minimum qualifications, which are published in the CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook and lay out the required degrees, experience, and/or other qualifications an individual must meet under California law to work as faculty in a specific discipline in the California Community College system. ([III.A.2-02](#)) AP 7211 also establishes the procedures for determining equivalency for those who meet the minimum qualifications through

degrees, experiences, and/or other qualifications that are different from those specified in the CCCC Minimum Qualifications Handbook. ([III.A.2-03](#); [III.A.2-04](#)) The procedures involve the evaluation of the Application for Those Not Meeting the Minimum Qualifications Form by the Academic Senate Equivalency Committee, which is composed of faculty representatives assigned by the College's Academic Senate. ([III.A.2-05](#)) In accordance with AP 7120 Recruitment and Hiring, it is the responsibility of the Director of Human Resources or their designee to review all applications and forward only those applications that meet these minimum qualifications or their equivalencies and to verify transcripts and previous relevant work experience of selected applicants. ([III.A.2-06](#))

Also, in accordance with AP 7120, faculty selection committees include two faculty members, at least one of which should be from the discipline from which the vacancy has occurred. ([III.A.2-07](#)) The selection committee develops screening criteria and interview questions that are pertinent to the position and align with the duties and qualifications specified in the job description. ([III.A.2-08](#)) Along with the screening criteria and interview questions, the candidates are also scored on their performance during a teaching demonstration (or similar demonstration for non-instructional faculty) as part of the interview process. ([III.A.2-09](#)) As a culmination of this process, selection committee recommendations are forwarded to the College President, who reviews and determines an applicant's qualifications, skills, and knowledge in a secondary interview. The final selected candidate is forwarded to the Chancellor and Board of Trustees for approval. ([III.A.2-10](#))

All WHCCD job postings, including those for faculty positions, list the full job description, which, in turn, lists the relevant minimum qualifications. ([III.A.2-11](#)) The full job descriptions of faculty positions also include participation in curriculum and assessment process as essential duties for the position. ([III.A.2-12](#)) These responsibilities are also outlined in AP 7217 Faculty Responsibilities. ([III.A.2-13](#))

Analysis and Evaluation

Board Policies and Administrative Procedures establish the qualifications for faculty positions. These are aligned to state regulations, with the Human Resources following the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* to determine the necessary experience and educational background required for positions in various disciplines. Additionally, current faculty are included on all faculty interview panels to further ensure that applicants possess the necessary knowledge and teaching skills for the position. All faculty job descriptions include curriculum and outcomes assessment as part of each positions' duties.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

All WHCCD administrative and managerial job descriptions are board-approved and define position-specific minimum qualification that ensure that hired individuals possess the necessary skills and knowledge required for the position. ([III.A.3-01](#); [III.A.3-02](#)) For educational administrators, the listed minimum qualifications align with those defined in Title 5 of the California Code of Regulations and included in the Minimum Qualifications Handbook. ([III.A.3-03](#))

Per AP 7120 Recruitment and Hiring, the Director of Human Resources or their designee screens all applications for minimum qualification as defined by the job description and verifies transcripts and

related work experience. [\(III.A.3-04\)](#) AP 7120 also defines the makeup of the selection committee and the committee responsibilities, which includes developing screening forms, rating scales, and interview questions within the scope of the job description. [\(III.A.3-05\)](#) As with academic employees, selection committee recommendations are forwarded to the College President for secondary interviews, and the selected candidate is forwarded to the Chancellor and Board of Trustees for approval. [\(III.A.3-06\)](#)

Analysis and Evaluation

Qualifications for administrators, managers, and other employees responsible for educational programs and services are defined within each board-approved job description and ensure that those holding such positions possess the qualifications necessary to perform duties required to sustain District and College effectiveness and academic quality. The included qualifications for these positions align with Title 5 and the Minimum Qualifications Handbook, as required by state regulations.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

As mentioned in the previous three sub-standards, AP 7120 Recruitment and Hiring entrusts the Director of Human Resources or their appointed designee with the verification of submitted transcripts submitted in support of required coursework and degree(s) completed. [\(III.A.4-01\)](#) For faculty positions, if an applicant does not possess the specific degree(s) listed in the minimum qualifications, the applicant may submit a request for equivalency evaluation following the process outlined in AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies. [\(III.A.4-02\)](#) The California Code of Regulations specifies that degrees and units used to satisfy minimum qualifications must be from accredited institutions. Language regarding minimum qualifications is specifically referenced in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook. [\(III.A.4-03\)](#) These state requirements are referenced in the District's policies and procedures. [\(III.A.4-04\)](#) Any degrees or units from institutions outside of the U.S. must be evaluated and validated by a third party foreign transcript evaluator prior to being accepted to meet educational requirements for a WHCCD position.

Analysis and Evaluation

WHCCD Human Resources follows the District's administrative procedures along with state regulations by verifying that degrees held by faculty, administrators, and other employees have been awarded by institutions recognized by U.S. accrediting agencies. In cases when an applicant has a degree awarded from outside of the U.S., that degree must first be reviewed by a third-party foreign transcript evaluator before it is recognized as evidence for meeting the listed degree requirements of the position.

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel 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.**

Evidence of Meeting the Standard

WHCCD uses the defined processes and practices for systematic employee evaluations within the District that vary by job classification. Administrative Procedure 7150 Evaluation states that evaluation procedures for full-time faculty and for classified staff are defined within the collective bargaining agreements for those respective groups. ([III.A.5-01](#); [III.A.5-02](#)) Evaluation procedures for administrators, classified managers, and confidential staff are defined within AP 7150. ([III.A.5-03](#)) Evaluations procedures for adjunct faculty are defined separately within Board Policy 7218 Adjunct Faculty. ([III.A.5-04](#)) Adherence to the specified evaluation procedures and schedules is monitored by Human Resources. This includes the collection and logging of completed evaluations. The department supports supervisors and managers in conducting timely evaluations by sending out notices of evaluation throughout the year. ([III.A.5-05](#); [III.A.5-06](#); [III.A.5-07](#))

Represented faculty, tenured or non-tenured, are evaluated based on the procedures and forms established in Article 4 of the CBA. ([III.A.5-08](#)) Adjunct faculty, who are not represented, are evaluated in their first year of employment, and at least once every six semesters thereafter, as defined in BP 7218. ([III.A.5-09](#)) Standardized evaluation forms have been created and agreed upon within the CTA agreement. ([III.A.5-10](#)) The forms used are made available within the CBA and used for all for all faculty regardless representation status.

At minimum, non-tenured faculty are evaluated once each academic year and tenured faculty are evaluated once every three academic years. There is a variation in the evaluation process for classroom instruction faculty or counseling/non-instructional faculty and library non-instructional faculty.

1. Exhibit A – Student Evaluation Form ([III.A.5-11](#))
2. Faculty Team Evaluation Form ([III.A.5-12](#))
3. Team Evaluation Check-Off For Faculty ([III.A.5-13](#))
4. Online Course Student Evaluation Form ([III.A.5-14](#))
5. Counseling/Non-Instructional Team Evaluation Form ([III.A.5-15](#))
6. Librarian Team Evaluation Form ([III.A.5-16](#))

Elements of the evaluation may include classroom observations, student evaluations, self-evaluations, professional development goals/plans, committee work, etc. The observation meeting (visitation) shall take place within 25 workdays of the pre-observation meeting. Post-observation conference provides a space for identifying a follow-up meeting scheduled within fifteen days to develop a written plan for remediation to encourage improvement in the event a “negative evaluation” needs to be addressed by the faculty member.

Administration, classified management, and confidential employees are evaluated based on the procedure outlined by AP 7150. ([III.A.5-17](#)) Evaluations for classified management and confidential employees are due on their anniversary date of hire, while administrator evaluations are due no later than June 30th of each year. These evaluations are done per the approved form and shall include the following: (1) Self-assessment; (2) Goals for the year; (3) Current job description; and (4) Supervisor’s written evaluation. ([III.A.5-18](#)) Evaluations of administrators also include an anonymous survey of direct reports and colleagues. ([III.A.5-19](#)) The evaluation focuses on leadership/supervision skills, professional performance/job duties and knowledge base.

If during the evaluation process an administrator, classified manager or confidential employee is found to be needing improvement, they will be placed on a performance improvement plan (PIP). This plan will be developed by the manager and will be reviewed with the employee. ([III.A.5-20](#)) As a part of this process,

discussion will be held on how improvements can be achieved and the timeline for the assessment of performance improvement.

Classified professionals are evaluated based on the timelines, criteria and procedures established in Article 14 of the collective bargaining agreement. ([III.A.5-21](#)) Newly hired classified professionals serve a 12-month probationary period (6 month, beginning in July 2023), with evaluations occurring at the completion of the third, seventh and eleventh month of their first year. Probationary employees who are promoted to a higher classification are evaluated at the completion of the third and sixth month of their probationary period in that higher classification. Permanent employees are evaluated every year upon their anniversary date of hire in their current position. Standardized evaluation forms have been created and agreed upon within the CSEA agreement. ([III.A.5-22](#)) Should a classified employee receive an overall rating below "meets expectations", their evaluation report must include a PIP to encourage improvement. The PIP shall include the desired actions or outcomes, the timeline, and improvement resources.

Analysis and Evaluation

Through its collective bargaining agreements as well as its Board Policies and Administrative Procedures, WHCCD systematically evaluates its employees at established intervals. Human Resources tracks the status of scheduled evaluations to ensure that they are being conducted according to the prescribed schedules. Evaluation processes are designed to aid in the identification of employees' strengths and potential areas for professional development. While the exact details of these evaluation processes vary based on job classification (faculty, administration, classified staff, etc.), evaluations are based on standardized forms for collecting the data needed for a formal, written evaluation on an identifiable schedule. When areas for improvement are identified, mechanisms are in place for the development of remediation or improvement plans between the employee and their supervisors, identifying areas and timelines for improvement regardless of the job classifications held by the employee.

~~**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The FON determines the minimum number of full-time faculty who need to be hired each year and is used to inform the budget development process as well as the final number of full-time faculty who are hired by the District in a given year. ([III.A.7-01](#)) This process is guided by the District's mission and vision and is built into the District's Annual Resource Request Process, wherein the College determines and prioritizes its full-time faculty needs for the year. ([III.A.7-02](#))

At the College level, requests for additional full-time faculty positions are part of the resource allocation process outlined in the Planning and Governance Manual. ([III.A.7-03](#)) Requests for new full-time faculty positions are generated through the program review process and submitted annually. The Academic Senate reviews the requests and creates a prioritized list of recommended faculty positions. The College's Executive Team reviews the prioritized list and the college President makes the final recommendation to the Chancellor's Cabinet. The District determines each year how many new or replacement full-time positions will be funded based on the FON and the district budget. The number of positions funded by the District to determine which positions will be funded. The College President communicates this information back to the Academic Senate and to the college as part of the Budget Allocation Process. ([III.A.7-04](#))

Assigned faculty are tracked through a variety of reports that are available to Human Resources and to the College Educational Services department, including Full-time Equivalent Faculty (FTEF) by year, Full-time Faculty Roster, and Full-time Faculty Load. ([III.A.7-05](#); [III.A.7-06](#); [III.A.7-07](#)) This information includes assigned faculty and course section information, position costs and funding sources, and total level of FTEF assigned based on the schedule of classes. Part-time faculty who meet the qualifications outlined in job descriptions are hired as needed to support the mission and educational purpose of the college.

Analysis and Evaluation

WHCL maintains enough qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the College's mission and purpose through integrated monitoring and prioritization processes in collaboration with the District.

The overall number of full-time faculty at the institution is calculated based on metrics included within state laws and regulations. During the development of the District's annual budget, WHCL requests for full-time faculty positions are reviewed with guidance from the statewide metrics and in the broader context of available resources and the WHCL and District mission.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

WHCL and WHCCD maintain employment policies and practices which provide part-time faculty members with orientation, oversight, evaluation, and professional development. Part-time faculty orientations are offered in-person and online through video conferencing and occur just before the start of the Fall semesters. ([III.A.8-01](#)) During the orientation, information is presented regarding faculty responsibilities, instructional technology, best practices, student learning accommodations, and District and College updates and procedures. ([III.A.8-02](#)) The orientation also includes time to meet with the attendees' respective learning area deans. ([III.A.8-03](#)) Part-time faculty are also invited to participate in faculty flex days at the beginning of the fall semester and spring semester and are paid a professional development stipend if they choose to attend the district and college PD day which also occur the Friday prior to the beginning of each semester. ([III.A.8-03](#); [III.A.8-04](#))

WHCL faculty, including part-time faculty, are assigned learning areas led by these learning area deans based on the faculty's discipline of instruction. ([III.A.8-05](#)) The learning area deans and the Vice President

of Educational Services ensure that correspondence regarding College updates, faculty responsibilities, and available resources are communicated consistently to all faculty. ([III.A.8-06](#) [III.A.8-07](#); [III.A.8-08](#))

Included in this administrative oversight is the facilitation of the College's part-time faculty evaluation process. This process adheres to the timeline set forth in BP 7218 Adjunct Faculty. ([III.A.8-09](#)) Per this policy, part-time (adjunct) faculty must be evaluated within the first year of employment and at least once every six semesters, thereafter. ([III.A.8-10](#)) As part of this process, part-time instructional faculty complete a self-evaluation and are typically paired with a full-time faculty member from their discipline who observes their course and reviews their course materials. ([III.A.8-11](#)) The full-time faculty member completes the same evaluation form used to evaluate full-time faculty, and shares completed evaluation as well as the course materials with the area administrator. ([III.A.8-11](#); [III.A.8-12](#)) The part-time faculty member meets with the area administrator and, when available, the full-time faculty to review the information from the classroom observation and other key documents. The part-time faculty who receives a positive evaluation completes a certification form. ([III.A.8-13](#)) Faculty members who do not receive a satisfactory evaluation are provided with specific feedback about areas of deficiency and strategies for improvement. They receive an additional evaluation in the same or subsequent semester, where improvement is expected in order to continue to be offered teaching opportunities. ([III.A.8-14](#))

Part-time faculty are also encouraged to participate in local, regional, and state-led professional development opportunities. Internal, faculty-focused opportunities that see the most part-time participation are Summer Faculty Innovate Sessions, Districtwide professional development days, and Netflix training sessions, which were held throughout the COVID-19 pandemic closures. ([III.A.8-15](#); [III.A.8-16](#)) External opportunities for part-time faculty professional development include those sponsored by CCCCO and its affiliates such as @ONE courses. ([III.A.8-17](#))

WHCL values part-time faculty contributions to the College and integrates part-time faculty into all parts of the College. A Spring 2022 Collegewide climate survey confirmed that all WHCL employee groups, including part-time faculty, feel integrated into the life of the college. ([III.A.8-18](#)) Evidence of part-time faculty participation in college events and initiatives can be found in event planning committees such as the annual Day of the Dead, Collision of Vision events, along with electing to work with associate student body to be a club advisor, and in collegewide events led by the College President. ([III.A.8-19](#); [III.A.8-20](#))

Analysis and Evaluation

WHCL has established policies and practices which provide part-time faculty with biannual orientations, reliable administrative oversight, regularly scheduled evaluations, and many professional development opportunities.

Throughout the school year, regular updates are facilitated by the learning area deans who exercise oversight over all faculty, including part-time faculty. They regularly review part-time faculty effectiveness through evaluation cycles per District policy. Evaluations include classroom observation, student evaluations, self-assessment, and a classroom materials review. Additionally, part-time faculty are provided opportunities for integration into the campus life through participation in on-campus professional development, campus-wide event planning, and college events.

- 9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Evidence of Meeting the Standard

WHCL is adequately staffed with classified professionals screened for appropriate qualifications to support the effectiveness of the College's operations. All classified positions classifications at WHCL and WHCCD have an accompanying job description with position-specific minimum qualifications. ([III.A.9-01](#)) The hiring processes established in AP 7120 Recruitment and Hiring and outlined in Standard III.A.1 ensure that these minimum qualifications are met before an individual is selected to fill a position. ([III.A.9-02](#))

At both the District and the College, staffing needs are determined by the individual programs and service areas. As evidenced by the District Function Map, many functions such as Business Services and Human Resources are provided to the College by the District. ([III.A.9-03](#)) The District Office and its program review process ensures that these functional areas are adequately staffed to support the college needs. ([III.A.9-04](#)) At the College, programs and service areas rely on regular self-assessments through the Program Review process to determine appropriateness of staffing levels and to identify staffing needs. ([III.A.9-05](#)) Requests for additional staff generated by Program Review are submitted to the Budget Allocation process. The Budget Allocation Committee develops a prioritization list to fulfill identified staffing needs and shares the prioritized list with the WHCL Planning and Governance Council (PGC). ([III.A.9-06](#)) The College President receives the reviewed list from the WHCL Planning and Governance Council (PGC) and after meeting and discussing with the Executive Team takes recommendations that are not fulfilled at the college level to the Chancellor's Executive Cabinet for further discussion and potential funding based on available resources. ([III.A.9-07](#); [III.A.9-08](#))

For existing positions vacated by resignation, retirement, or separation, WHCL administrative team, in consultation with the District Chancellor, evaluates institutional needs and available resources when considering whether and when to fill the vacancy.

Analysis and Evaluation

WHCL and WHCCD have an organizational structure that provides adequate administrative capacity to support the College's purpose and mission. WHCCD has several centralized functions, such as Business Services, Human Resources, Information Technology Services, Foundation, Grant Development, and Marketing. The District provides staff to support these functions within the District Office. Requests for additional staff positions are generated by the program review process and follow the College and District resource allocation processes.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

WHCL relies on the Program Review and Budget Allocation processes to assess and update the appropriate size and structure of its administrative team. ([III.A.10-01](#)) As the need for new administrators is identified through these processes, job descriptions are subject to Board of Trustees approval to ensure that new positions align with the College and District's mission and purpose. ([III.A.10-02](#); [III.A.10-03](#))

The College and District ensure administrators have appropriate preparation and expertise through established hiring and recruitment processes and annual evaluation practices. ([III.A.10-04](#) [III.A.10-05](#)) Administrators are also evaluated annually to ensure that they are effectively meeting College and

District expectations. As discussed in Standard III.A.3, minimum qualifications related to education, experience, knowledge, and abilities for administrative positions align with those defined in Title 5 and the Minimum Qualifications Handbook. ([III.A.10-06](#)) Administrators are also encouraged to attend professional development opportunities such as training and conferences to maintain current knowledge and skills required for success in their respective positions. ([III.A.10-07](#))

Analysis and Evaluation

WHCL maintains enough administrators with appropriate preparation and expertise to provide effective administrative leadership and continuity for programs and services supporting the college mission and goals.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Personnel policies and procedures are included throughout WHCCD's Board Policies and Procedures, which are publically available on the District's website. ([III.A.11-01](#)) Additional policies are included in the collective bargaining agreements for classified staff and full-time faculty. ([III.A.11-02](#); [III.A.11-03](#)) Both agreements are posted publicly to the District website. ([III.A.11-04](#))

All new employees are informed of personnel policies through orientation materials presented at the time of hiring. ([III.A.11-05](#); [III.A.11-06](#)) This includes information on employee benefits, collective bargaining agreements, specific Board Policies and Administrative procedures and where to access these on the District website. These materials are regularly reviewed and updated by Human Resources. ([III.A.11-07](#)) To ensure all employees are provided with this information, WHCCD Human Resources walks through an orientation checklist for new employees. This includes review of the materials included in the orientation PowerPoint, as well as checklist items verifying that copies of specific Board Policies and Administrative Procedures have been provided to the employee. ([III.A.11-08](#); [III.A.11-09](#))

To ensure that personnel policies are being administered fairly and consistently, the District holds periodic training for administrators and managers focusing on specific areas such as sexual harassment, progressive discipline, and changes and updates to collective bargaining agreements. ([III.A.11-10](#); [III.A.11-11](#); [III.A.11-12](#)) A record of any employee complaints regarding personnel policies are maintained within that employee's personnel file. ([III.A.11-13](#))

Analysis and Evaluation

WHCCD has established and published personnel policies and procedures available for information and review through the District's website. These policies consist of the collective bargaining agreements for faculty and classified staff and Board Policies and Administrative Procedures. Human Resources ensures that these onboarding materials are up to date and that the new employee is provided with a comprehensive set of these policies. Periodic training is conducted for managers to ensure that District management is applying these policies in a fair and consistent manner.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

West Hills CCD is committed to employing qualified staff who are dedicated to the students of our district. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified applicants.

The WHCCD Board's commitment to diverse hiring and staff development in the support of diversity is reflected in Board Policy 7100 Commitment to Diversity. ([III.A.12-01](#)) Through Board Policy and Administrative Procedures 3420 Equal Employment Opportunity, the Board of Trustees supports the efforts made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. ([III.A.12-02](#); [III.A.12-03](#))

California Community Colleges are required to develop and update an EEO Plan annually. ([III.A.12-04](#)) The District is currently in the middle of this review and update cycle, developing its next EEO plan for submission to the Board of Trustees and CCCCO by May 2023. ([III.A.12-05](#)) While the draft of the EEO Plan is currently underway, notable additions to this plan for 2023 include requirements for training of search committee members, the inclusion of students on faculty search committees, as well as the ability for HR to add three additional members to search committees to ensure committee diversity. ([III.A.12-06](#); [III.A.12-07](#))

The district recognizes the importance of diversity in the workforce. Data is reviewed and analyzed by Human Resources and the District Equity and Diversity Committee. ([III.A.12-08](#)) Employee demographic data is also shared with the Board of Trustees. The latest presentation to the Board of Trustees was July 2022 and reflected the upcoming changes along with student and community demographics, employee demographics and applicant demographics. ([III.A.12-09](#); [III.A.12-10](#); [III.A.12-11](#); [III.A.12-12](#))

All open positions are posted on the WHCCD website and as a part of the District's efforts to reach a broad and diverse applicant pool, positions are frequently posted to numerous listservs and job sites which may include the following:

- Community College Jobs
- Higher Ed Jobs
- HACU
- Insight into Diversity
- Hire a Hero
- American Association of Blacks in Higher Education

Additionally, posting sites are adjusted based upon the specific position. For example, for positions in business services, positions have been posted with ACBO (Association of Chief Business Officers) and for information technology positions through Dice. ([III.A.12-13](#); [III.A.12-14](#); [III.A.12-15](#); [III.A.12-16](#))

Analysis and Evaluation

Through its Board Policies and Administrative Procedures, WHCCD lays out its commitment to workplace diversity as well as the hiring procedures and processes in place to support it. The District Human Resources office develops and maintains the District's Equal Employment Opportunity plan and works to ensure a diverse applicant pool for all positions, and the Board of Trustees has an established history of reviewing employee diversity data.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District has established written code of professional ethics through AP 3050 Institutional Code of Ethics. ([III.A.13-01](#)) This procedure defines the District's standards for ethics and states the importance of ethics within the organization along with expectations of all employees. Expectations for ethical behavior and associated employee responsibilities are also listed. Per AP 3050, violations of the code of ethics shall be addressed by the Chancellor and/or their designee and will be addressed within the scope of applicable regulations, policies and collective bargaining agreements.

Analysis and Evaluation

Through AP 3050, WHCCD established a code of ethics for all personnel. This administrative procedure includes expectations and standards of ethical behavior and consequences for violations of these standards.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The District's commitment to maximizing professional development (PD) to further its mission is expressed in BP and AP 7160 Professional Development. ([III.A.14-01](#); [III.A.14-02](#))

For classified staff and faculty districtwide, PD is written into these groups' respective collective bargaining agreements, with workdays or times specially set aside for PD. Classified staff partake in biannual half-day sessions that are developed by District leadership in collaboration with the California School Employees Association (CSEA) chapter's elected representatives. ([III.A.14-03](#); [III.A.14-04](#)) Faculty partake in biannual full-day sessions developed by District leadership in consultation with administrators, faculty, and staff through District Leadership Council, as well as biannual Faculty Flex Days developed by the College's Academic Senate. ([III.A.14-05](#); [III.A.14-06](#); [III.A.14-07](#); [III.A.14-08](#); [III.A.14-09](#); [III.A.14-10](#); [III.A.14-11](#)) The district has made a practice of conducting regular evaluations and discussions to assess and improve future professional development days. For example, in fall 2022 District Leadership Council devoted considerable time across a number of meetings to review the results of the evaluation survey for the fall 2022 Professional Development (PD) Day, discuss the purpose and role of PD day, and to plan for future PD day topics. ([III.A.14-12](#); [III.A.14-13](#))

In addition to these PD activities and requirements that are embedded into the District's collective bargaining agreements, the District offers several additional avenues for employee PD. This includes and Employee Scholars Program, wherein full-time employees who have been with the District for over a year can avail of a \$400 per unit stipend (with a maximum of 10 units per year) to help offset the cost of higher education coursework. ([III.A.14-14](#); [III.A.14-15](#))

Further evidence of the District's commitment to PD is seen in the formation of the Upskill Academy, which is a program that was launched in 2021 with a cohort of classified employees who attended several seminars throughout the academic year, culminating in the completion of a PD project. ([III.A.14-16](#);

[III.A.14-17](#); [III.A.14-18](#); [III.A.14-19](#)) This was expanded in the 2022-23 academic year for Upskill 2.0, where the program was opened to employees of all job classifications and roles, with the goal of providing entry-level leadership fundamentals for employees interested in higher education management and administration. ([III.A.14-20](#); [III.A.14-21](#))

At the College level, the Professional Development Committee (PDC) is responsible for documenting, and evaluating PD activities as well as assessing PD needs for future activities. ([III.A.14-22](#)) The PDC began surveying faculty, classified professionals, and administrators and confidential employees in March 2020. The purpose of the survey was to identify the professional development needs of the campus. Employees were asked a range of questions including their level of satisfaction with the investment made by the college in professional opportunities, if there were clear connections between professional opportunities and their job duties, topics of interest, and more. The survey is sent out annually. ([III.A.14-23](#); [III.A.14-24](#)) PDC reviews the results annually and shares findings with the Planning and Governance Council. ([III.A.14-25](#)) In 2022 the purpose of the PDC changed from documenting to identifying professional development needs and reporting them to campus committees and workgroups such as the Planning and Governance Council, Academic Senate, and President of CSEA. The results have been used by the college president in planning professional development opportunities. ([III.A.14-26](#); [III.A.14-27](#)) During the spring 23 semester, the College President used the results from the survey to create a pilot series titled PD in the PM. The college was closed one Friday a month from 2:00 p.m.-5:00 p.m. so that all college employees could get access to high-quality and engaging professional development. ([III.A.14-28](#))

In addition to send members of various constituency groups to a variety of local, state, and national conferences and webinars, WHCL has developed a number of regular and ongoing professional development opportunities for faculty and staff. The Summer Innovate Faculty Institute was established in 2017 and provides a stipend for full-time and part-time faculty to attend a 3-5 day institute prior to the College summer session. Over the years the Innovate sessions have covered a variety of topics such as teaching with technology, teaching excellence in Canvas, Open Educational Resource development and implementation, and culturally responsive teaching practices. ([III.A.14-29](#)) From 2019-2022 the College also offered a series of Canvas Coaching Cohorts. The multi-leveled program used the Online Education Initiative (OEI) Rubric and West Hills College Faculty Team Evaluation Form as a guide to build skills and competencies in teaching in Canvas. The sessions were hosted by a trained online teaching faculty member who served as the pedagogical coach for groups of 3-4 faculty per session. ([III.A.14-30](#))

Analysis and Evaluation

WHCCD plans for and provides personnel with multiple, appropriate opportunities and venues for continued professional development that are accessible to employees at all levels of experience and within all job classifications. The College and District regularly review and evaluate these opportunities to ensure their relevance and effectiveness.

This includes mandatory PD days for faculty and classified staff as well as broader opportunities such as the District's Employee Scholars Program. The College's PD Committee regularly reviews the current PD offerings and conducts annual assessments that are used to plan future PD offerings. The College offers a wide variety of professional development offerings for all employees.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

As referenced in AP 7145, Article 4 of the faculty CBA, and Education Code 87031, all employees have the right to examine and/or obtain copies of their personnel file upon reasonable notice to the Human Resources Department. ([III.A.15-01](#); [III.A.15-02](#); [III.A.15-03](#)) If an employee wants to examine their personnel file, Human Resources requests that they schedule an appointment to ensure HR personnel are available to retrieve them. All employee personnel files are kept as hard copies in the Human Resources Department. Files are kept in a secure room that remains locked at all hours. ([III.A.15-04](#))

Analysis and Evaluation

WHCCD personnel records are stored within a dedicated, secure room at the WHCCD District Office. Board Policy and District CBAs include provisions allowing employees access to their personnel records.

Conclusions on Standard III.A: Human Resources

The District has the policies and practices in place to support the mission of the college and to promote student success by hiring quality faculty, administration, and staff, and delineating their roles, authority, and functions across the district. Cycles and procedures are in place for the regular evaluation of personnel of all classifications. Human Resources monitors the status and timing of evaluations, and administrators are held accountable for the completion of evaluations under their purview. The need for positions is evaluated regularly through campus and district processes including program review and the faculty hiring prioritization process. These functions, combined with the consideration of fiscal resources, and state requirements around faculty hiring (FON and 50% Law) ensure that the college operates with adequate faculty, administration, and staff.

Personnel policies are integrated into the District's board policies, administrative procedures, and collective bargaining agreements, and staff are provided a comprehensive orientation to these policies at the time of hire, including a professional code of ethics. Similarly, the district has policies and procedures in place, centered around its Equal Employment Opportunity Plan, to support and maintain a diverse workforce, and regularly reviews data on employee and applicant demographics as one component of the District's commitment to diversity, equity, and inclusion. The college and district as a whole have a long-standing commitment to professional development for all job classifications, with PD opportunities embedded in collective bargaining agreements and Board Policies with PD activities and planning driven by the district and college participatory governance structures. Employees have access to their own personnel files, which are stored securely at the WHCCD District Office.

Improvement Plan(s)

None

Evidence List

- [III.A.1-01](#) AP7120
- [III.A.1-02](#) BP7120
- [III.A.1-03](#) AP7125
- [III.A.1-04](#) AP3420
- [III.A.1-05](#) BP3420
- [III.A.1-06](#) BP7210
- [III.A.1-07](#) AP6950
- [III.A.1-08](#) CSEA-CBA
- [III.A.1-09](#) CTA-CBA
- [III.A.1-10](#) District-Job-Board

[III.A.1-11](#) CCC-Registry-2022
[III.A.1-12](#) AVC-JobPosting
[III.A.1-13](#) BoT_Agnda_2.2022_AVC-DirCD_JobDescr
[III.A.1-14](#) Sr.Sec-JobPosting
[III.A.2-01](#) BP7210
[III.A.2-02](#) AP7211
[III.A.2-03](#) MQHndbk
[III.A.2-04](#) AP7211
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[III.A.5-01](#) CSEA-CBA-Art14
[III.A.5-02](#) CTA-CBA-Art4
[III.A.5-03](#) AP7150
[III.A.5-04](#) BP7218
[III.A.5-05](#) UpcmEvalNotice
[III.A.5-06](#) EvalDueNotice
[III.A.5-07](#) EvalOvrdueNotice
[III.A.5-08](#) CTA-CBA-Art4
[III.A.5-09](#) BP7218
[III.A.5-10](#) CTA-CBA-ExbtA
[III.A.5-11](#) CTA-CBA-StdntEval
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[III.A.5-13](#) CTA-CBA-TeamChkOff
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[III.A.5-15](#) CTA-CBA-CounslEvalForm
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[III.A.5-21](#) CSEA-CBA-Artl.14
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[III.A.10-05](#) AP7150
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[III.A.14-09](#) WHCL_FlxDayAgnda_Spr23
[III.A.14-10](#) WHCCAcadSen_Mins_FlxDay
[III.A.14-11](#) WHCC_FlxDayAgnda_Spr23
[III.A.14-12](#) PDDay_SurveyResults_Fa22
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[III.A.14-15](#) AP7135
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[III.A.14-17](#) Upskill_SurveyResp
[III.A.14-18](#) CEC_Agnda_UpskillSurveyResp
[III.A.14-19](#) CEC.Mins_7.19.22_Upskill
[III.A.14-20](#) Upskill2.0_flyer
[III.A.14-21](#) Upskill2.0_launch
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[III.A.14-25](#) PGC.Mins_2.22.23_PDSrvy
[III.A.14-26](#) PDC.Mins_9.8.22_PDSurvey
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[III.A.14-28](#) PD-PM_Pilot_Email
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[III.A.14-30](#) DE_Tracker
[III.A.15-01](#) AP7145
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[III.A.15-03](#) EdCode87031
[III.A.15-04](#) DO_FloorPlan_HRFileRm

B. Physical Resources

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

WHCL's courses, programs, and learning support services are centralized at one location, the WHCL campus. ([III.B.1-01](#)) Resources for off-campus services are maintained by the hosting partner as specified in signed memorandums of understanding (MOUs), which delineate access, safety, and security responsibilities. ([III.B.1-02](#))

The WHCL Director of Maintenance and Operations (M&O) reports to the College President and is primarily responsible for providing for secure, safe, clean, and well-maintained facilities and grounds. ([III.B.1-03](#)) The Director of M&O also serves as chair of the Facilities and Safety Committee (FSC), which is responsible for developing, monitoring, and reviewing plans related to accessibility, campus safety, emergency response, and new construction. ([III.B.1-04](#)) The annual products of the FSC included annual reviews and as-needed revisions of the Campus Safety and Emergency Response Plan, Preventative Maintenance Plan, Scheduled Maintenance Plan, and Five-Year Capital Outlay Plan. ([III.B.1-05](#); [III.B.1-06](#); [III.B.1-07](#); [III.B.1-08](#)) The FSC also reports to the Planning and Governance Council, the College's primary participatory governance committee, regarding scheduled maintenance plans, Incident Command Team exercises, and the Facilities Master Plan. ([III.B.1-09](#))

In addition to the developed plans, the District contracts with Keenan and Associates to regularly inspect college facilities to ensure latest facility regulations are being followed and identify safety, security, and access deficiencies that need to be addressed. ([III.B.1-10](#))

To maintain college safety, the College has an established Incident Command Team that is led by the Director of M&O and the Campus Resource Officer assigned by the local Lemoore Police Department. ([III.B.1-11](#)) The ICT meets on a regular basis to review processes and protocols and typically conducts some level of safety drill each semester. ([III.B.1-12](#); [III.B.1-13](#); [III.B.1-14](#))

The Campus Resource Officer and other security personnel monitor, patrol, and address safety concerns at the College to ensure a safe environment for the employees and students. ([III.B.1-15](#))

WHCL utilizes the annual program review process to determine sufficiency of physical resources and to allow programs and administrative units to identify additional physical resource needs. ([III.B.1-16](#)) Requests for such resources are prioritized through the Budget Allocation processes. ([III.B.1-17](#); [III.B.1-18](#)) Adjustments to annual budgets are considered by the District Business Office as necessary, and a capital outlay account is maintained to provide resources for unexpected repairs. ([III.B.1-19](#))

Analysis and Evaluation

WHCL assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

WHCL assures safe and sufficient physical resources and well-maintained, healthful learning and working environments that assure access, safety, and security through developed plans and established allocation processes. Facilities are routinely assessed by the College and District personnel to ensure they meet the standards and quality of the District. Areas identified in need of repair are communicated to the Maintenance and Operations team who take the necessary steps to repair and/or order replacement equipment and parts. This is done in concert with District Office personnel, and Maintenance and Operations by engaging in various ongoing efforts such as long-term and annual planning, inventories, and room use management. Any identified issues are a priority and quickly remediated.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

The planning of physical resources for WHCL is driven by the College's Educational Master Plan (EMP). WHCL's mission, vision goals, programs, and services, as defined in the EMP, guide the development of the College's Facilities Master Plan (FMP). The WHCL EMP was recently completed and the College is in the process of updating WHCL's FMP. ([III.B.2-01](#); [III.B.2-02](#))

In accordance with district policies and regulations, WHCCD utilizes several planning documents and tools to update the FMP, including the California Community College's Facilities Planning Manual, Facilities Utilization Space Inventories Option Net System (FUSION), District Five-Year Capital Outlay Plan, and Resource Allocation Requests that are tied to the College's mission, goals, and program review processes. ([III.B.2-03](#); [III.B.2-04](#); [III.B.2-05](#); [III.B.2-06](#)) Such documents and tools also serve as the foundation for determining potential projects and funding sources. For example, the FMP identified the need for additional instructional space and programs that culminated in the development and approval of the forthcoming Visual Arts and Applied Sciences (VAAS) building.

Since the last accreditation site visit, WHCL has undertaken several facilities renovations and infrastructure upgrades that have enhanced the College's efficiency and support for its students, faculty, and staff. The FSC annually reviews and prioritizes projects on its Maintenance Plan and Scheduled Maintenance Plan. ([III.B.2-07](#)) The College has adequate land to build-out to 10,000 students and recognizes that in order to expand facilities consideration must be given to bond measures. The most recent attempt to pass a bond for facilities expansion was Measure J which failed in November 2022. ([III.B.2-08](#))

Analysis and Evaluation

Through the College's planning process, facilities needs are identified and forwarded through the appropriate process for prioritization to advance program and college missions. The goal of the Facilities and Safety Committee is to support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.

- 3. 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.**

Evidence of Meeting the Standard

WHCL faculty, staff, and administrators engage in shared governance committees related to the continual evaluation and planning of physical resources at WHCL. ([III.B.3-01](#)) These committees use various information sources and data to evaluate physical resources' effectiveness in supporting WHCL's programs and services. WHCL's Facilities and Safety Committee meets regularly, providing dialogue regarding the effectiveness of WHCL's physical resources and providing frequent reports and updates regarding projects. ([III.B.3-02](#))

Facilities have a life cycle from planning to maintenance then decommission. The needs of the College, physical condition, equipment usage, and how they meet program needs and services are continuously reviewed. The District's Five-Year Construction plan includes analysis of space utilization for campus facilities, actual and projected Weekly Student Contact Hours (WSCH), square footage of campus facilities, and capacity/load ratios. This plan is updated on an annual basis and is approved by the Board of Trustees. ([III.B.3-03](#); [III.B.3-04](#)) Existing facilities and equipment are evaluated and improved to meet the needs of the College as it evolves.

In addition to assessing campus facilities from a usage and efficiency perspective, the WHCL Research Department assesses campus facilities from students' perspectives. The WHCL Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) analyzes survey data from the annual Student Satisfaction Survey administered by ARIEP to gain feedback from students on their experiences at WHCL. Survey responses related to students' ratings of their experiences and satisfaction with the appearance and maintenance of campus facilities and grounds are examined. ([III.B.3-05](#)) The surveys are reviewed in Executive Team, President's Executive Cabinet (PEC), and in various department meetings to analyze how the College can use the data to improve services. ([III.B.3-06](#)) Comparisons of survey results from year-to-year show how students' perceptions of campus facilities improved over the past five years.

Analysis and Evaluation

WHCL uses multiple data sources to monitor and maintain its facilities and equipment and determine areas for improvement. This data is discussed in participatory governance committee meetings and used to inform decision making to ensure the feasibility and effectiveness of the College's physical resources. Physical resources and equipment needs are also identified through the program review process. The resource allocation requests from program review are funneled through the College's Budget Allocation Committee for future consideration.

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

Evidence of Meeting the Standard

Long-range capital planning is based on a variety of College and District-level plans, including the WHCL Strategic Plan, Facilities Master Plan, Educational Master Plan, and Five-Year Capital Outlay Plan. ([III.B.4-01](#); [III.B.4-02](#); [III.B.4-03](#); [III.B.4-04](#); [III.B.4-05](#)) As stated in the District Strategic Plan, the College effectively uses its resources (including human, physical, technology, and financial) to achieve its mission and strategic priorities.

The District maintains a Five-Year Construction Plan which is approved by the Board of Trustees annually and is submitted to the California Community Colleges Chancellor's Office, indicating the construction of new and improved facilities to maximize available funds, assuring support of the institution's strategic goals. ([III.B.4-06](#)) This details current facilities square footage and utilization and is used to anticipate needs and develop a means to implement new facilities and modernize existing buildings to comply with all required codes. The five-year plan consists of program needs, costs, and schedules.

TCO projections are derived from various sources of information: new facility construction cost estimates; Custodial, Landscape, and Maintenance Services Reports; District Sustainability Report, California Community Colleges Facility Utilization Space Inventory Option Net (FUSION), and preventative maintenance (PM) spreadsheets. ([III.B.4-07](#); [III.B.4-08](#); [III.B.4-09](#); [III.B.4-10](#)) These sources of information allow the College to estimate the initial asset cost, maintenance costs, and operating costs including utilities and labor.

Under Administrative Procedure 3250 Institutional Planning, consideration of Total Cost of Ownership (TCO) is a required component of long-range capital projects. ([III.B.4-11](#)) Based on this AP, the district prepares (or contracts for) TCO analysis for new facilities as they are being planned.

Over the past several years, a large portion of technology replacements at WHCCD have been covered by the Measure T general obligation bond funds. Anticipating the sunset of this bond, the district has begun to plan and budget for future technology replacements. In 2022-23, \$100,000 was budgeted for an interfund transfer to capital projects for technology, and similar transfers are built into the district's planning and projections for future budget years as well. ([III.B.4-12](#))

The development of the college Education Master Plan (EMP) was a necessary first step in developing the next phase of the Facilities Master Plan, as the programs, priorities, and services outlined within the EMP ultimately will determine the directions and priorities for the 2023 iteration of the Facilities Master Plan. ([III.B.4-13](#)) In this respect, the Education Master Plan serves as a critical link between the college's mission, vision, and goals and its facilities. With the Board of Trustees approval of the college's Education Master Plan in December 2022, WHCCD intends to begin work on its Facilities Master Plan in fall 2023, and during the spring 23 semester the district is soliciting architectural firms through a Request for Qualifications (RFQ). ([III.B.4-14](#))

Analysis and Evaluation

Long-range capital projects are linked to institutional planning through the WHCCD strategic plan, WHCL strategic plan, Five-Year Construction Plan, Facilities Master Plan, 2022 Educational Master Plan, and various technology plans. When making decisions about facilities and equipment, WHCL considers

total cost of ownership to function in a fiscally responsible manner. The budget process is used to identify priorities for equipment purchases; however, in the event of equipment breaking before scheduled replacement, the list of priorities are subject to change.

The College further assesses the effectiveness of long-range capital planning in advancing the College's improvement goals through the facilities planning process.

Conclusions on Standard III.B: Physical Resources

WHCL assures safe, sufficient, and well-maintained physical resources at its service locations to ensure a healthful learning environment for its students and working environment for its employees. Facilities are a major component of the College's governance structure which provides all constituencies the opportunity to contribute to the planning, budgeting, and maintenance of the College's physical resources. Evaluation of physical resources is ongoing to assure continual support of institutional programs and services.

Improvement Plan(s)

FMP completion: Complete a new Facilities Master Plan to replace the 2018-2022 plan that has now expired. In fall 2022, the District went out for bid for Facilities Master Plans, but rejected all bids due to the high costs of submitted bids. In spring 2023, the District issued a Request for Qualifications for architectural services, and is currently in the beginning process of soliciting quotes for the Facilities Master Plan, with an anticipated timeline of completion and Board approval of the FMP by the end of 2023 (evidence: rfq_22_23_011_architectural_services_pool.pdf, rfp_whccd_facilities-master_planning_august_2022.pdf, notice_rejecting_all_bids_master_plans.pdf).

Evidence List

- [III.B.1-01](#) WHCLCampusMap
- [III.B.1-02](#) MOU_MCH
- [III.B.1-03](#) FunctionMap-FacMaint
- [III.B.1-04](#) PGCMannual-FSC
- [III.B.1-05](#) Campus Safety and Emergency Response plan (CONFIDENTIAL – Available upon request)
- [III.B.1-06](#) Prev.Maint.Plan_23-24
- [III.B.1-07](#) Sched.Maint.Plan
- [III.B.1-08](#) WHCCD.5yr-CapOutlayPlan
- [III.B.1-09](#) PGC.Mins_9.28.22_FSC.Updt
- [III.B.1-10](#) WHCCD-PLC_Agrmnt
- [III.B.1-11](#) ICT_MemberList
- [III.B.1-12](#) FacActvShootTrng_Flyer
- [III.B.1-13](#) ICT_MtgNotes_1.9.23
- [III.B.1-14](#) ICT_MtgPPT_1.9.23
- [III.B.1-15](#) CampusSecurOffcr_JobDescr
- [III.B.1-16](#) PR_EOPS_FacilityReq
- [III.B.1-17](#) FacilityPriortList_2022
- [III.B.1-18](#) Pres.Anncmnt_BdgtReq_23-24
- [III.B.1-19](#) WHCCD.Budg_CapOutlay_p15
- [III.B.2-01](#) WHCL.EMP_2022-32
- [III.B.2-02](#) FMP.Planning_8.2022
- [III.B.2-03](#) CCC_FacilPlnngManual

[III.B.2-04](#) CCCCCO_FUSION
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[III.B.3-04](#) BOT_Mins_6.2022_5yrPlan
[III.B.3-05](#) StuSatisfSurvey_FA21
[III.B.3-06](#) PEC.Agnda_3.21.23
[III.B.4-01](#) WHCCD.5yr-CapOutlayPlan
[III.B.4-02](#) WHCL_StratPlan_2021-26
[III.B.4-03](#) WHCCD.FMP_2018-22
[III.B.4-04](#) WHCL.EMP_2022-32
[III.B.4-05](#) WHCL.StratPlan_21-26
[III.B.4-06](#) BOT_Mins_6.2022_5yrPlan
[III.B.4-07](#) WHCL.TCO_2013
[III.B.4-08](#) TCO_VAAS_9.2022
[III.B.4-09](#) CCCCCO_FUSION
[III.B.4-10](#) WHCCD.BudgSimTool_4.2022
[III.B.4-11](#) AP3250
[III.B.4-12](#) WHCCD_AdptdBdgt_22-23
[III.B.4-13](#) FMP.Planning_8.2022
[III.B.4-14](#) RFQ.ArchSvcsPool_22-23

C. Technology Resources

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

WHCCD maintains a robust, centralized Information Technology (IT) department, serving technological needs related to software, hardware, and information and network infrastructure for the District and College. ([III.C.1-01](#))

At WHCL, the College relies on the input of individual departments to identify technological needs. These needs can be evaluated through the software purchasing process facilitated by the Lemoore Technology Committee or through the Program Review and Budget Allocation processes facilitated by PGC and the Budget Allocation Committee (BAC). ([III.C.1-02](#); [III.C.1-03](#)) Technology needs may also be identified and evaluated through the District Office Technology Committee, which serves a similar role to the Lemoore Technology Committee, but for needs identified by District staff. Needs identified and vetted following the software purchasing workflow are forwarded to the District Technology Review Council (TRC) for review of elements such as data privacy and retention evaluation and Total Cost of Ownership estimates and for final endorsement ([III.C.1-04](#); [III.C.1-05](#); [III.C.1-06](#); [III.C.1-07](#)) TRC consists of representatives from Information Technology Services, as well as a representative each from the technology committees for

West Hills College Coalinga (WHCC), WHCL, and the District Office, ensuring both college representation as well as technical expertise. ([III.C.1-08](#))

IT support is available to employees via an online support form, allowing the IT department to track and prioritize incoming requests. ([III.C.1-09](#)) Additionally, WHCCD IT maintains a substantial knowledge base available to both staff and students, featuring a wide array of articles and documentation on IT processes, security tips, and commonly used software applications. ([III.C.1-10](#); [III.C.1-11](#))

IT maintains a standard for typical user hardware and publishes the process for the purchase of new hardware and equipment via the West Hills Answer Center. ([III.C.1-12](#)) Users' laptop or desktop PCs are replaced on a regular, four-year cycle with a detailed inventory that is monitored by District IT. ([III.C.1-13](#)) Outside of individually issued PCs, IT also maintains a list of technology standards associated with classrooms, facilities, and network infrastructure, including conference rooms, phone systems, and video surveillance equipment to be applied Districtwide. ([III.C.1-14](#))

With the hiring in 2022 of Associate Vice Chancellor of Education and Student Services, the District has taken steps to strengthen the link between IT and functional areas at both colleges, particularly with regards to business processes supported by the District's Enterprise Resource Planning (ERP) software. This takes the form of the Joint Enrollment Directors Committee, which brings together the Directors of Financial Aid and Directors of Admissions and Records for both colleges and the District Director of Information Technology Systems and makes recommendations for the implementation of technology and processes related to student onboarding, support, and enrollment. ([III.C.1-15](#))

Through the recently revitalized District Program Review process, District IT has evaluated its operations, including internal customer satisfaction through the accompanying District Services Evaluation Survey. ([III.C.1-16](#)) This survey is sent to all employees Districtwide, asking them to evaluate District services, including District IT. Results from this survey were integrated into Administrative Unit Outcomes in both the Infrastructure and Security Program Review and the Information Systems Program Review completed by IT. ([III.C.1-17](#); [III.C.1-18](#))

Analysis and Evaluation

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services. Supported by the District IT department, WHC Lemoore maintains the technology support and resources needed to sustain its operations and educational and support programs critical to the College mission. The District operates a centralized IT department to service all locations Districtwide including WHCL, and District IT maintains standards for technology, replaces computer hardware on a set cycle, and maintains the District's IT infrastructure and security. District IT, along with other centralized District services, evaluates its effectiveness annually through the District Program Review process.

The College and District have processes in place to identify and evaluate technology needs and requests. At the college, these are identified and vetted through the Lemoore Technology Committee, with requests subsequently forwarded to the District Technology Review for technical evaluation and TCO analysis.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and**

services.

Evidence of Meeting the Standard

The WHCCD Technology Plan outlines the internal plans for the District's Information Technology division to support the Colleges and District in meeting their missions and strategic goals. In doing so, this plan addresses a wide variety of technology priorities with a focus on technology infrastructure, security and risk management, and information systems. ([III.C.2-01](#)) In addition to this plan, the District plans for annual technology replacements and their cost by utilizing a five-year Technology Replacement Forecast, which tracks anticipated costs Districtwide for infrastructure, software, audiovisual equipment, and staffing. ([III.C.2-02](#)) Use of this plan ensures that resources are available to support the district's long-term technology needs.

IT also plans, updates, and replaces technology in accordance with the software and hardware purchasing workflow and technology needs identified by the College through the Budget Allocation process. ([III.C.2-03](#); [III.C.2-04](#); [III.C.2-05](#)) In line with the College's commitment to accessibility for all as stated in the College's mission, a Software Evaluation Questionnaire is completed for each solution to ensure that it meets the necessary standards for accessibility as required by BP and AP 3725 Information and Communications Technology Accessibility and Acceptable Use. ([III.C.2-06](#); [III.C.2-07](#); [III.C.2-08](#))

District IT maintains a Disaster Recovery guide, providing a high-level overview of how to respond to various disaster situations and explaining backup and recovery processes. ([III.C.2-09](#)) Additionally, District IT regularly monitors the District's network infrastructure to ensure that it maintains the capacity and redundancy needed to support all locations and both in-person and distance education. ([III.C.2-10](#); [III.C.2-11](#))

Analysis and Evaluation

The College and District continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. WHCCD IT has developed a technology plan to address the future goals and directions needed to support the District's technology needs and infrastructure. This is complemented by the technology review and request process discussed in-depth in Standard III.C.1, which provides the Colleges and constituent groups with the opportunity to drive the adoption of specific technology needs while ensuring that critical considerations around infrastructure, data security, accessibility, and total cost of ownership are considered. This process enables both requesters and District IT to get a better understanding of the cost of purchasing, implementing, and maintaining the requested technology over a multi-year period and ensuring that adequate resources can be allocated by the requesting department.

District IT maintains an internal disaster recovery guide to ensure that critical operations and infrastructure are protected and to ensure network connectivity Districtwide through redundancy and routine monitoring of network usage.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

WHCCD's IT department maintains and regularly updates documented standards for technology used throughout the district, including standards for classroom technology such as Zoom classrooms. ([III.C.3-01](#))

Users at all District locations can submit an IT support request through Zendesk when IT assistance is needed. These support requests are logged and tracked into a centralized management system by District IT. ([III.C.3-02](#)) This provides a consistent support process across all District sites. IT Technical Support specialists are rotated across the District's three primary locations (West Hills College Coalinga, the Firebaugh Center, and West Hills College Lemoore), ensuring that staff are physically on-hand to handle support requests quickly. ([III.C.3-03](#)) Additionally, network setup and infrastructure have been updated to allow District IT to manage machines remotely, including when they are offsite. ([III.C.3-04](#); [III.C.3-05](#)) IT also maintains a comprehensive knowledge base within the West Hills Answer Center containing numerous self-service and information guides to aid in the use of technology resources. ([III.C.3-06](#); [III.C.3-07](#)) By making support services independent of location whenever possible, this allows for expedited requests and further decreases time to resolution, which ensures continuous, reliable access.

Reliability, security, and disaster recovery are key areas of focus for District IT. The department has developed an Incident Response Playbook, which provides preparation, identification, containment, remediation, recovery, aftermath, and reporting steps for a variety of cybersecurity incidents and scenarios. ([III.C.3-08](#)) District IT maintains additional internal guides for disaster recovery, as well as redundant systems, including systems to protect and restore isolated backups in the event of a successful ransomware attack on the district's primary backup infrastructure. ([III.C.3-09](#)) Furthermore, a system is in place to monitor uptime and performance indicators of core infrastructure systems. Alerts are sent to IT staff when issues are detected for a prompt response. ([III.C.3-10](#)) WHCCD's network infrastructure has been designed and maintained to ensure redundancy within its hybrid network environment, ensuring reliability and consistent delivery of services to all District locations Through CENIC, a non-profit organization chartered to provide network infrastructure to educational institutions throughout the state, redundant WAN connectivity in terms of circuits and routers is provided for WHCL. ([III.C.3-11](#))

Analysis and Evaluation

The District assures that technology resources are implemented and maintained to assure reliable access, safety, and security. IT takes numerous steps to ensure the reliability of its network and other infrastructure of locations Districtwide. The District has invested heavily in its network infrastructure to ensure reliability across all locations and sites maintained by the District. In addition, IT ensures a consistent technology user experience across the District by maintaining a series of standards for computer hardware as well as for classrooms, conference room, and other on-campus technology.

The centralized support ticketing system provides a consistent user experience and level of support for all locations. IT staff can remotely manage systems across the District, allowing for more rapid support regardless of location. The Incident Response Playbook has given the colleges and district the tools to prepare for and mitigate cybersecurity threats against the District's information systems. This guide is used by the Incident Response Team and contains critical steps and contact information to be used during incident response.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

WHCL utilizes a variety of methods to provide instruction and support for faculty, staff, students, and administrators in the effective use of the College's technology resources. The College employs a full-time Educational Technology Specialist to provide one-on-one support, small and large group trainings, and digital training materials and resources on all college technology for all constituency groups such as Microsoft Office software and technology systems such as the eLumen curriculum management system, the Civitas student success platform, and the Canvas learning management system as well as course-specific learning technologies such as Visible Body, Perusall, and TurnItIn. ([III.C.4-01](#)) Support and resources include the one-to-one and small group training sessions and digital, printable guide for navigating the new classroom equipment that was installed in what the College refers to as "High Flex" or "Highly Flexible" classrooms. ([III.C.4-02](#); [III.C.4-03](#)) While the Educational Technology Specialist position was originally geared toward faculty, staff, and administrator instruction and support, the responsibilities of the position have extended to lower-level technical support for students considering the increased use of technology in inter- and post-pandemic instruction. Such student support includes captioned video tutorials on learning technologies. ([III.C.4-04](#)) In addition, breakout sessions that focus on the effective use of technology resources are offered during Summer Innovate, Flex Day, and Professional Development Day. ([III.C.4-05](#); [III.C.4-06](#); [III.C.4-07](#))

The College also employs a full-time media services specialist who provides technical support for on-campus academic technologies, specifically the High Flex classroom technology and video conferencing and projection tools used in the College's conference rooms. ([III.C.4-08](#))

The College further relies on supplemental instruction (SI) leaders and student ambassadors to provide additional instruction and support to students outside of the classroom regarding course-specific and commonly used technology such as Microsoft Office software and Canvas. ([III.C.4-09](#)) The College also relies on its faculty's expertise to provide additional instruction on best practices related to academic and learning technologies. Faculty are also encouraged to participate in external professional development opportunities such as @One courses related to effective online teaching, which also strengthen the faculty's knowledge and skills on state-sponsored technology. ([III.C.4-10](#)) The District currently subscribes to the LinkedIn learning network which also provides modules for technology training and skill development on-demand.

Analysis and Evaluation

WHCL provides faculty, students, staff, and administrators with appropriate instruction on and support in the effective use of technology and technology systems related to the College's programs, services, and institutional operations. WHCL ensures that the adoption of innovative technologies is preceded with many opportunities for training and clear lines of support as seen in its implementation of High Flex Classroom technologies. The College invests in an Educational Technology Specialist and a Media Services Specialist who work in tandem to provide all-encompassing support for all software and hardware used by college employees and students. The College also relies on faculty and academic support staff to provide supplemental support regarding learning technologies to other faculty and students, respectively.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

At the highest level, the appropriate use of technology within WHCCD is governed by BP and AP 3720 Computer and Network Use. ([III.C.5-01](#)) Specifically, AP 3720 describes the standards for appropriate use of technology by all students and employees, including the acceptable use of District hardware and software and expectations for security and privacy on District devices and networks. Through BP and AP 3725 Information and Communications Technology Accessibility and Acceptable Use, the District ensures that the access and use of technology is equitable, particularly for individuals with disabilities. ([III.C.5-02](#)) The District also abides by standards regarding the securing of copyright, the use of copyrighted material, and intellectual property. ([III.C.5-03](#); [III.C.5-04](#); [III.C.5-05](#); [III.C.5-06](#); [III.C.5-07](#))

During the new employee onboarding and orientation process, employees are presented with information on the District's policy for computer and network use and are provided with a copy of BP and AP 3720. ([III.C.5-08](#); [III.C.5-09](#)) When logging in to District computers, all users (both students and employees) are required to acknowledge a message stating that they agree to abide by the terms of acceptable use outlined in BP and AP 3720. ([III.C.5-10](#)) Similarly, users are also required to agree to WHCCD's terms of service the first time they log into the District's network from off site. ([III.C.5-11](#)) These policies and procedures are reinforced on the student portal login page for WHCL and referenced in the Code of Conduct in the College Catalog. ([III.C.5-12](#)) Additionally, many faculty include statements regarding the appropriate use of technology in the teaching and learning process in their class syllabi. ([III.C.5-13](#))

Analysis and Evaluation

WHCCD is guided by established policies and procedures regarding the appropriate use of technology in the teaching and learning processes. These policies are published on the web for students, faculty, and staff, and all users are directed to review and acknowledge these policies.

Conclusions on Standard III.C: Technology Resources

West Hills Community College District operates with a centralized IT department that serves the needs of all sites and locations, while providing the flexibility for West Hills College Lemoore to utilize the technology and resources needed to meet the needs of teaching and learning. The Technology Review Council serves as the main District vehicle for the review of technology requests and projects, with representatives from the District Office and WHCL. These representatives communicate requests and needs identified through the Lemoore Technology Committee. District IT is assessed annually through the District program review process.

District IT does extensive planning to ensure that technology needs can be met on an ongoing basis, including forecasting of technology replacement cycles, and extensive work to maintain both technology infrastructure and standards. These efforts have the additional benefit of ensuring that the technology experience of students, faculty, and staff across the district are uniform as well. This includes a common IT ticketing system used by all locations and an IT answer center on the District's intranet to provide answers to commonly asked questions.

WHCCD has policies in place guiding the use of technology in teaching and learning, and students and staff are informed of these policies through a variety of avenues, including staff orientations, messages at login, and the college catalog.

Improvement Plan(s)

None

Evidence List

- [III.C.1-01](#) Dist.Func.Map_p14-15
- [III.C.1-02](#) SoftPurchWkflw
- [III.C.1-03](#) BAC.PriortList_Tech-Equip_23-24
- [III.C.1-04](#) SoftPurchOverview
- [III.C.1-05](#) SoftEvalTemp
- [III.C.1-06](#) TCO_Tmplt
- [III.C.1-07](#) DTC.Agnda_12.12.22
- [III.C.1-08](#) TRCOrgChart
- [III.C.1-09](#) ZendeskSpprtReq
- [III.C.1-10](#) WH.AnswrLndgPg
- [III.C.1-11](#) SmpleSelfServGuide
- [III.C.1-12](#) CompStndrd-Rplcmnt
- [III.C.1-13](#) SumofInvent
- [III.C.1-14](#) ITStandards
- [III.C.1-15](#) DGM_p20
- [III.C.1-16](#) DSES_IT_2021
- [III.C.1-17](#) PR_InfrasSec_2021
- [III.C.1-18](#) PR_InfoSys_2021
- [III.C.2-01](#) TechPlan2021-24
- [III.C.2-02](#) Tech.Rplcmnt.Forecst
- [III.C.2-03](#) SoftPurchWkflw
- [III.C.2-04](#) HrdWarePurchWkflw
- [III.C.2-05](#) BAC.PriortList_Tech-Equip_23-24
- [III.C.2-06](#) BP3725
- [III.C.2-07](#) AP3725
- [III.C.2-08](#) SoftEvalTemp
- [III.C.2-09](#) Disaster Recovery guide (CONFIDENTIAL – Available upon request)
- [III.C.2-10](#) CENICcircuitDiag.
- [III.C.2-11](#) PRTGRprtBandUse_2021
- [III.C.3-01](#) ITStandards
- [III.C.3-02](#) ZendeskSpprtReqs
- [III.C.3-03](#) ITCndarMnthScheSnpsht
- [III.C.3-04](#) ITRmteSpprt
- [III.C.3-05](#) AOVPN
- [III.C.3-06](#) SmpleSelfSrvieGuide
- [III.C.3-07](#) WHAswrsLndngPg
- [III.C.3-08](#) CybrscurtyIncRespGuide
- [III.C.3-09](#) Disaster Recovery guide (CONFIDENTIAL – Available upon request)
- [III.C.3-10](#) SystmMonitoring
- [III.C.3-11](#) CENICcircuitDiag.
- [III.C.4-01](#) JobDiscr_EdTechSpec
- [III.C.4-02](#) HighFlexTraingAgnda
- [III.C.4-03](#) HighFlexGuide
- [III.C.4-04](#) WHCL Ed Tech YouTube page screenshot
- [III.C.4-05](#) Innov_SU22_email

[III.C.4-06](#) FlexDayAgnda_FA22
[III.C.4-07](#) PDDay_Agnda_FA21
[III.C.4-08](#) MediaSvcsSpec_JobDescr
[III.C.4-09](#) SI_JobDescr
[III.C.4-10](#) DE_Tracker

[III.C.5-01](#) BP_AP3720
[III.C.5-02](#) BP_AP3725
[III.C.5-03](#) BP3710
[III.C.5-04](#) AP3710
[III.C.5-05](#) AP3750
[III.C.5-06](#) BP3715
[III.C.5-07](#) AP3715
[III.C.5-08](#) Clssfd.Orient_ppt
[III.C.5-09](#) Clssfd.Orient.Chklst
[III.C.5-10](#) LogonMsg
[III.C.5-11](#) LogonMsgOffs
[III.C.5-12](#) StndtCode-Conduct_AccUsePlcy
[III.C.5-13](#) Syl_EDUC005_SP23

D. Financial Resources

Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

WHCCD is committed to ensuring that financial resources are sufficient to support student learning programs and services. It does this using a resource allocation and budget development process that is guided at the college and district levels by program review and outlined in AP 6200 Budget Preparation and Resource Allocation. ([III.D.1-01](#)) Within this process, the colleges and district programs take into account the mission, vision, and goals of the college and district. Through this process, funding and budget requests are identified and prioritized.

At the college level, this process is outlined in the Planning and Governance Manual, whereby resource requests generated through the program review process are forwarded through a shared governance review process. ([III.D.1-02](#)) Resource requests from program review and other requests that align with fundamental college plans or compliance are reviewed and prioritized by either the Budget Allocation Committee, the Facilities and Safety Committee, or the Academic Senate, depending on the nature of the resource request. Prioritized lists are presented to the Planning and Governance Council and presented to the Executive Team. ([III.D.1-03](#))

The District Governance Manual, approved in May 2022 lays out the process for prioritization and allocation of resources based on these requests and available funding with final prioritization taking place at Chancellor's Executive Cabinet based on a set rubric. ([III.D.1-04](#); [III.D.1-05](#))

Annual budgets are developed based on the Budget Development Calendar, which is integrated into AP 6200 and the District Governance Manual. Additionally, the District's resource allocation methodology is outlined in AP 6200. ([III.D.1-06](#); [III.D.1-07](#))

Under California law, fifty percent of the current expense of education must be spent on direct instructional activities, and the district reports annually to the CCCCCO on its compliance with this requirement. ([III.D.1-08](#)) Additionally, the district must comply with the Faculty Obligation Number (FON), a floor set by the state regarding the number of full-time faculty who must be employed with the district. ([III.D.1-09](#)) The district has consistently met or exceeded this standard as evidence for its ongoing support for instruction and student learning programs.

As required by AP 6305, Reserves, the District's annual budget is built around a required 20% reserve consisting of a 1% contingency reserve, a 3% economic recession contingency, and a 16% general fund reserve. ([III.D.1-10](#)) This higher reserve requirement was adopted in fall 2020 in response to ongoing volatility in funding in the face of state revenue deferrals and the need for reserve funds to be adequate to cover required monthly expenditures such as payroll and utilities.

The district has established multi-year projections for scheduled maintenance, and these plans are built into annual budgets. ([III.D.1-11](#); [III.D.1-12](#))

In addition to the required reserves, cost escalations are built into the annual budget. BP/AP 6250 on Budget Management requires that budgets be balanced, and deficit budgeting is not permitted. ([III.D.1-13](#)) All changes to the district budget reflecting a net increase or decrease to the approved budget are presented to and approved by the Board of Trustees. ([III.D.1-14](#); [III.D.1-15](#))

The Board of Trustees is presented monthly with a budget status report listing the current budget and expenditures for major fund classifications. ([III.D.1-16](#))

The district follows the CCCCCO Budget and Accounting manual to determine budget line items, revenue and expense categories, and budget structure. ([III.D.1-17](#))

Analysis and Evaluation

At both the college and district level, the institution has put the systems, processes, and procedures in place to ensure that financial resources are used in a manner to support student learning and continuously improve institutional effectiveness.

The college budget annual review cycle is initiated each fall semester by the Budget Allocation Committee who follow a clear process and timelines that are published in the Planning and Governance Manual and are reviewed each year. The prioritization process leads to a list of items that are funded at the college level, a list of items that are not funded, and a list of items that are forwarded to the district office for consideration of augmentation to the college's general fund budget. The final decisions regarding prioritization of budget requests are posted on the Eagle Answer Center for both communication and transparency purposes.

Then, at the district level, the annual budget is developed using a realistic picture of the District's resources and expenses, with this annual budget approved by the Board of Trustees who are also provided with regular updates on the status of the budget. Within the budget development cycle, requests from resources are reviewed and prioritized in Chancellor's Executive Cabinet, ensuring that new allocation of resources are based upon priorities originating in program review while at the same time ensuring the final prioritization and allocation based on available funds are based on a global view of the district's priorities and available resources.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The Budget Allocation Committee provides college guidance on the development of budget and resource requests. The resource requests for the college come directly through the program review process and additional requests that connect to the mission, strategic plan, and compliance are also considered. ([III.D.2-01](#); [III.D.2-02](#))

At the district level, the base budget is built in accordance with BP/AP 6200 Budget Preparation and Resource Allocation, considering current and long-term goals commitments driven by college and district plans. ([III.D.2-03](#)) After this base budget is developed, any remaining funds are allocated among the colleges and district using the resource allocation process. This process is driven by the college's and district's mission via the program review process at those respective locations. District program review ties district departments to both the college and district missions' goals, with resource requests forwarded to Chancellor's Executive Cabinet for prioritization in line with the Budget Development Calendar in the District Governance Manual. ([III.D.2-04](#)) This calendar governs the timelines for resource allocation districtwide, ensuring that requests from district program review are reviewed in CEC at the same time as college requests, allowing the Executive Team a full districtwide view of budget requests during the prioritization process.

West Hills College Lemoore has had an established budget allocation process for many years, but the revised process that integrated both college and district requests was first put into effect in spring 2022 for the 2022-23 budget development cycle. College and district level resource requests were reviewed and given overall rankings at CEC on April 5th. All CEC members used a scoring rubric based addressing 1) External Mandates, 2) College and District Mission and Vision, 3) Innovation and Continuous Improvement, and 4) Alignment with College and District Plans. ([III.D.2-05](#))

This process, tied to budget preparation for the district, is governed by BP/AP 6200 Budget Preparation and Resource Allocation, with reserves set in the budget based on AP 6305 Reserves. The district builds long-term obligations such as capital outlay and OPEB liabilities as a part of its annual budget preparation process. ([III.D.2-06](#)) Furthermore, the District Strategic plan has Fiscal Sustainability and a core commitment that serves as a foundation for budget planning and district operations.

Analysis and Evaluation

WHCCD follows its established Board Policies and Administrative Procedures and uses these as the basis for its financial planning and for the development of its annual budget. At both the college and district level, resource requests are based upon program review, which is grounded in the college's and

district's respective mission, vision, and goals. All college and district priorities are then reviewed by Chancellor's Executive Cabinet to establish the top priorities based upon all needs districtwide.

3. 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.

Evidence of Meeting the Standard

The budget approval timeline for California Community Colleges is dictated by state law, with the tentative budget required to be approved by the end of June and the final, adopted budget requiring approval by September 15th, with WHCCD's local budget timeline placing this approval in August to meet this deadline. ([III.D.3-01](#)) Board Policy and Administrative Procedure 6200 Budget Preparation and Resource Allocation define the overall process for budget development within the District. ([III.D.3-02](#)) This process is further defined within the District Governance Manual. ([III.D.3-03](#))

As previously stated in Standard 3D.1, the college budget annual review cycle is initiated each fall semester by the Budget Allocation Committee who follow a clear process and timelines that are published in the Planning and Governance Manual and are reviewed each year. ([III.D.3-04](#)) The program review process and review and approval of program reviews with budget requests involves all constituency groups through program review participation and through the participatory governance structure of the BAC and PGC committees. The prioritization process leads to a list of items that are funded at the college level, a list of items that are not funded, and a list of items that are forwarded to the district office for consideration of augmentation to the college's general fund budget. ([III.D.3-05](#))

The tentative budget is shared with departments in January for review of discretionary funds; this input is due back to the district office in March and is then integrated into the tentative and the adopted budget. This budget input includes worksheets for internal transfers to discretionary funds as well as each college's (and the District Office's) prioritized lists for one-time and on-going augmentations. ([III.D.3-06](#)) These priority lists, built with constituency input from the colleges, and from departmental program review at the district office are then forwarded to Chancellor's Executive Cabinet for final prioritization. ([III.D.3-07](#))

As the proposed budget is finalized the Chancellor shares the list of augmentations with all internal stakeholders listing the resource requests that were integrated into the year's budget. ([III.D.3-08](#))

Prior to the presentation of both the tentative and proposed adopted budget at the August Board of Trustees meeting, the proposed budget is posted on the District website for viewing by internal constituencies and for public inspection for a minimum of 10 days prior to the public hearing at the August Board of Trustees meeting. ([III.D.3-09](#)) For the proposed adopted budget, notice is also posted to The Business Journal, a local publication, via the Fresno County Superintendent of Schools. ([III.D.3-10](#); [III.D.3-11](#); [III.D.3-12](#)) Once approved, the adopted budget is reported to the state via the CCFS-311 report submitted each October. ([III.D.3-13](#))

Analysis and Evaluation

WHCCD and WHCL follows the process for budget allocation that has been set within its Policies, Procedures, the College Planning and Governance manual and the District Governance manual. Under this process, college and district-level resource requests are vetted through their own processes (college- and district-level program review) and ultimately forwarded to Chancellor's Executive Cabinet

for review and prioritization, with subsequent reports back to stakeholders and governance groups on the priorities that ultimately were included in the Board-approved annual budget, thereby closing the loop on resource requests that originated with college and district constituencies.

Fiscal Responsibility and Stability

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

Evidence of Meeting the Standard

The budget development process begins in January when departments receive a copy of their budget for review and adjustment prior to the adoption of the tentative budget. ([III.D.4-01](#)) This includes YTD spending for the current fiscal year to provide a baseline for next year's budget planning. This, along with fixed expenditures, becomes the basis for expenditures in the annual budget.

When resource requests are being reviewed and prioritized, the management and executive teams will discuss requests that can potentially be funded by restricted, grant, and categorical funds. If funding is available from these sources, the resource requests will be removed from the lists before they are forwarded to Chancellor's Executive Cabinet for final review and prioritization. ([III.D.4-02](#)) Through this, the college and district can leverage these restricted and external funding sources while building connections and cooperation between units and departments.

Budgeted revenues are based on state budget assumptions from the governor, legislative offices, and the California Community Colleges Chancellor's Office as information becomes available. The Tentative budget is continuously being revised to account for these changes up to the point when it is approved in June, typically reflecting the state budgetary information available as of the Governor's May Revisions to the state's proposed budget. ([III.D.4-03](#); [III.D.4-04](#)) Following final legislative and executive approval of the state budget, the District's proposed budget is adjusted to reflect this final, enacted State budget, with board approval occurring each in August of each year. ([III.D.4-05](#); [III.D.4-06](#))

When developing the tentative budget, year-to-date and estimated actuals form the basis for future year expenditures such as utilities, and other fixed costs, with allowances for cost escalations built into account for inflation and other increases. ([III.D.4-07](#))

As new restricted fund awards or categorical program allocations are awarded and released from state, federal, and other external sources, budgets are developed and adjusted based on these modifications, with budget modifications presented to the Board of Trustees for approval. ([III.D.4-08](#); [III.D.4-09](#); [III.D.4-10](#); [III.D.4-11](#))

Analysis and Evaluation

Annual budget planning begins with a realistic picture of available resources, with departments first reviewing their year-to-date resources and expenditures for the current year and using this as the basis for the next year's budget. At the district level, the budget is based on all available information available from the State of California as the state's budget is developed and ultimately approved by the legislature and governor. This information on revenues is combined with historic and projected data on ongoing costs such as staffing and utilities. The district has a long history of making effective use of grants and other restricted funds, and continuously updates its budget with the Board of Trustees to take new funding streams into account; similarly, these restricted sources are also considered when developing requests for the upcoming year to ensure that the district is maximizing

both these restricted funding sources as well as its unrestricted funds.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

Board Policies and Administrative Procedures 6300 Fiscal management and 6301 Fiscal Grants Management define district process for financial management. AP 6300 states that the District will adhere to commonly accepted accounting and auditing principals and includes the requirement that the district comply with the Budget and Accounting Manual for California Community colleges and GASB standards. BP and AP 6301 require that the district implement standards for internal controls, objectives and accountability, while also maintaining a handbook specific to fiscal grants management. ([III.D.5-01](#); [III.D.5-02](#); [III.D.5-03](#); [III.D.5-04](#))

The district's fiscal processes, procedures, and standards are defined in a series of manuals maintained by the Business Office: the Business Office Manual, the Purchasing Handbook, and Travel Handbook, and the Grant Management Guide. ([III.D.5-05](#); [III.D.5-06](#); [III.D.5-07](#); [III.D.5-08](#))

The Business Office Manual also includes a breakdown of the various tasks and duties performed within the WHCCD Business Office and the responsible managers and staff, illustrating the separation of duties that have been established to support the district's fiscal controls. This separation of duties is further defined within the organizational chart for the Business Office as well as the District Function Map, where accounting, payroll, grants, and budget services and procurement are overseen by different managers, with each function having its own set of defined functions and duties. ([III.D.5-09](#); [III.D.5-10](#))

Timely information on budgets and expenditures is available to budget managers via direct access to run on-demand budget reports through Ellucian Colleague, the District's Enterprise Resource Planning (ERP) system. The Business Office maintains reference documents and quick guides on how to access this budget information, and budget access featured prominently in the series of Business Office trainings that were conducted districtwide for all managers and administrative support staff during the summer of 2022. ([III.D.5-11](#); [III.D.5-12](#))

The District Program Review process provides another opportunity for review of Business Office processes and procedures. Evaluation of employee satisfaction with training and Business Office procedures is integrated into the District Services Evaluation Survey that supports program review, and outcomes on this survey in fall 2021 were used by the WHCCD Business Office when developing the training materials in support of the revised Business Office Manuals in summer 2022. ([III.D.5-13](#); [III.D.5-14](#))

To ensure that the Business Office manuals are reviewed and revised on a regular basis, this work has been institutionalized through the District Governance Manual which calls for updates to the Business Manual and Purchasing Handbook to be presented to District Leadership Council (DLC) during April of each year. ([III.D.5-15](#))

Finally, regular reports to the Board of Trustees provide a final check on the financial processes and controls within West Hills Community College District. The Board of Trustees approves the annual budget (both tentative and adopted) each summer, and reviews and approves the district's annual audit. ([III.D.5-16](#)) The Board also votes to approve any mid-year budget augmentations, as well as warrants and contracts above \$5,000 and purchase orders. ([III.D.5-17](#))

Analysis and Evaluation

WHCCD has Board Policies and Administrative Procedures in place ensuring that the district abides by set standards of financial management and controls including those set by the California Community Colleges Chancellor's Office and the Governmental Accounting Standards Board. The details of the district's fiscal processes, controls, and procedures are included in its series of manuals maintained by the District's Business Office. These manuals are set to be reviewed annually under the WHCCD District Governance Manual, and along with the District Function Map and Organization Charts outline the delineation of functions within the Business Office.

Transparency of fiscal reporting provides an additional check on financial integrity, with all departments districtwide able to track their budgets independently, and with the District's Board of Trustees approving the annual budget and receiving regular reports on both the budget's status as well as on expenditures and contracts above a certain threshold.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The district's budget is approved annually by the Board of Trustees and is also subject to annual external audits. The District's financial statements have a high degree of credibility, and accuracy, and beginning with 2022-23, the District has taken additional steps to ensure the transparency and credibility of the annual adopted budget. While in prior years, the adopted budget reported only prior year budgeted totals, for 2022-23 it was built to also include estimated actuals for the prior year as a comparison to the budget and to ensure accurate estimation of ending and beginning fund balances. The presentation of the budget's beginning and end fund balance has also been clarified to better reflect the realities of revenue and expenditures in the district. The adopted budget's beginning balance now reflects actual funds at the start of year, and the ending is a reflection of beginning balance, revenues, and expenses. ([III.D.6-01](#); [III.D.6-02](#))

In addition to its annual budget, the district also has a long-standing practice of sharing monthly budget status reports with the Board of Trustees. These reports list actual revenue and expenses to date providing the Board as well as all other constituencies with regular updates on the status of the district's budget and expenses. ([III.D.6-03](#); [III.D.6-04](#))

The District makes quarterly and annual submissions of the CCFS-311 report to the California Community Colleges Chancellor's Office. This report shows the district's income and expenses, assets and liabilities for the year and is used as a point of comparison in the district's annual audits. ([III.D.6-05](#)) WHCCD's financial statements are audited annually and are approved by the Board of Trustees. ([III.D.6-06](#); [III.D.6-07](#)) Funds received from General Obligation bonds receive their own annual audit. ([III.D.6-08](#)) The WHCCD Foundation is incorporated as a separate 501(c)3 non-profit organization supporting West Hills Community College District. The WHCCD Foundation is audited on an annual basis and

these annual audit reports are presented to and approved by the WHCCD Foundation Board of Directors. ([III.D.6-09](#); [III.D.6-10](#)) Audits of the WHCCD Foundation have been free of findings at least for the past four years.

Analysis and Evaluation

WHCCD's financial statements reflect a high degree of accuracy, with changes in procedures and presentation of the budget reflecting the District's ongoing commitment to the credibility and transparency of its financial statements. This is reflected in both internal reports (budget and status reports) as well as external reports (CCFS-311) and the District's annual audits. Similarly, the WHCCD Foundation undergoes annual audits which are reviewed by its own Board of Directors.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

West Hills Community College District is subject to annual financial audits that are conducted in accordance with the Contracted District Audit Manual, a guide which is updated annually by the California Community Colleges Chancellor's Office Fiscal Services Division. ([III.D.7-01](#); [III.D.7-02](#)) This manual includes both state and federal audit requirements and audit requirements that apply to the West Hills Community College Foundation. In addition to this general audit, an additional audit on WHCCD's Revenue Bond Construction Funds is also conducted. ([III.D.7-03](#))

Annual audit reports are presented to the Board of Trustees for approval in a public meeting and are also posted on the district website. ([III.D.7-04](#); [III.D.7-05](#))

The California Community College Chancellors' Office sets the due date for annual audits to be submitted to the system office, and except for the 2019-20 and 2020-21 audits, where timelines were impacted by the Covid-19 Pandemic, WHCCD has a solid record of timely audit completion and submission. Since the onset of the Covid-19 Pandemic, due dates have been set in February as opposed to December of each year as was typical prior to the Covid-19 pandemic.

During this time, the district was granted extensions beyond this deadline, with audits submitted in May of 2021 and May of 2022, respectively. During this time, due to transitions in audit teams, and delays due to Covid, WHCCD's audit firm began the process late, contributing to these days. For the 2021-22 fiscal year, the district largely remediated these delays, with the 2021-22 audit approved by the Board of Trustees in March 2023. ([III.D.7-06](#))

Prior to the onset of the Covid-19 Pandemic, audits were consistently on time and completed by December with presentation to the Board of Trustees in January. ([III.D.7-07](#))

Once the District receives the official findings from the auditors, official responses from the District are provided to the auditors within three days and are included in the audit report itself.

Looking back at the previous six years, the District has had audit findings in two of those years: 2020-21 and 2021-22. ([III.D.7-08](#); [III.D.7-09](#)) Findings in 2020-21 included two compliance findings related to restricted fund spending within the Disabled Student Programs and Services program and a finding around contracted language omitted from an Instructional Services Agreement with an outside agency. In both cases, corrective action was immediately taken and is reflected in the 2020-21 and 2021-22

Audit Reports.

Analysis and Evaluation

The District undergoes a comprehensive audit of its financials by an external auditor on an annual basis, guided by the California Community Colleges Chancellor's Office Contracted District Audit Manual (CDAM). Audit results are shared publicly on the District website and are presented to and approved by the District Board of Trustees once completed. The District has a long track record of timely, comprehensive, and unaltered audits, with the only exceptions being in the two years surrounding the Covid-19 Pandemic, where the District was granted extensions for the completion of their audits, and where several findings were reported for 2020-21. The District has continued to exhibit its commitment to fiscal compliance by responding to these findings and taking corrective action to ensure that such issues are not repeated in the future.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Review of internal control structures is a major component of the district's annual audits, with the Contracted District Audit Manual (CDAM) for California Community Colleges including a broad focus on internal fiscal controls. As part of the audit process, the District provides its auditors with a series of memos describing its internal controls, and no recent audit findings regarding internal controls have been issued. ([III.D.8-01](#))

With leadership changes at the Chancellor and CFO level during the 2021-22 year, the district determined that existing procedures were out of date and underwent an internal review of its control structures, processes, and documents, culminating in the summer of 2022 with the release of updated Purchasing, Travel, and Business Office Process manuals covering both internal procedures the District's Business Office as well as other employees throughout the district. ([III.D.8-02](#); [III.D.8-03](#); [III.D.8-04](#)) This need to update internal controls and documentation was also identified in the Business Office Program Review developed during the 2021-22 year. ([III.D.8-05](#)) Training on these new manuals and processes were run districtwide for management and administrative support staff during June of 2022. ([III.D.8-06](#); [III.D.8-07](#))

With the new manuals, the Business Office has implemented a yearly review of these manuals and procedures, commencing in February of each year, to finalize and implement any necessary process changes for the start of the fiscal year in July. The District Governance Manual, approved in late spring 2022, integrates this review process with Chancellor's Executive Cabinet and District Leadership Council receiving updates on these manuals and procedures during late spring. ([III.D.8-08](#))

Assessment of past budget practices has also led to improvement and recent changes to how WHCCD's adopted budget is developed and presented, providing for a budget that is more realistic and transparent. This ties to the district's 2021-26 Strategic Plan which includes Fiscal Sustainability as a core commitment, including the statement that "Prudent fiscal planning, advocacy, and transparency are critical to the success of the district and its students". ([III.D.8-09](#)) Operationally, this has translated to the modifications to the district's long-standing practices around budget development and reporting to the Board of Trustees, making budget reports easier to understand and more transparent. This has included the report of actual expenditures alongside the district's adopted budget and the use of these prior year actuals to develop subsequent budgets that are better aligned to actual expenditures and district priorities. ([III.D.8-10](#))

Transparency in budgeting has been further improved by moving contingency and reserve funds to a different section of the budget to make these funds more easily identifiable while providing a clearer picture of the district's total net position. ([III.D.8-11](#))

Analysis and Evaluation

The WHCCD District Strategic Plan emphasizes the importance of fiscal planning and transparency as key elements of the District's ongoing fiscal health and sustainability. As such, internal controls are a key element of Business Office's focus and are included in the operational manuals developed and maintained by the Business Office and are also addressed within the Business Office's annual Program Review, particularly as it relates to the need for comprehensive and ongoing training of staff districtwide. Furthermore, the district's annual audits include checks on internal controls, and the district has received no recent audit findings pointing to any deficiencies in this area.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

In 2020, Administrative Procedure 6305 was approved, setting the district's reserve and contingency funds to 20%. Also, this reserve (ending fund balance) and contingency funds are now clearly identified on the annual budget, thus increasing transparency, and ensuring that the Board of Trustees and other constituencies are aware of reserve funds as required by AP 6305. ([III.D.9-01](#); [III.D.9-02](#))

Year to date cash flow statements are updated with actuals monthly. These statements include monthly revenue from all sources including state apportionment, tax revenue, enrollment fees, etc. These are reviewed regularly to ensure adequate funds for payroll, financial aid, and accounts payable. These cash flow statements also project revenue and expenditures for the remainder of the fiscal year based on historical trends, ensuring that the district has appropriate time to address any shortfalls within specific fund areas. ([III.D.9-03](#))

Board Policy and Administrative Procedure 6540 require that the district maintain insurance coverage to manage and mitigate financial risk. Among these, the district maintains liability insurance through Keenan and Associates covering areas required by AP 6540 such as damage to property, death or injury, personal property loss, and fire. ([III.D.9-04](#))

Risks and costs related to employee health insurance and post-employment benefits are controlled and mitigated by the District's participation in Joint Powers Authorities where risk and costs are pooled across several institutions. ([III.D.9-05](#); [III.D.9-06](#); [III.D.9-07](#))

Analysis and Evaluation

WHCCD has Administrative Procedures in place to ensure that the District maintains sufficient cash reserves and contingency funds to maintain stability and to weather difficulties arising, particularly as they relate to cash flow and monthly apportionment payments from the State of California. The Business Office produces monthly updates on the District's cash flow to monitor cash flow and ensure that there are adequate funds available to cover the district's ongoing obligations and to project potential future deficiencies. Cash flow and reserves are further protected by the District through liability insurance as required by Board Policy as well as participation in Joint Powers Authorities for

health insurance and post-employment benefits, ensuring that the District is not presented with any large, unforeseen costs that might threaten its cash flow or overall fiscal position.

10. 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.

Evidence of Meeting the Standard

The WHCCD Purchasing Handbook addresses the differences between restricted and unrestricted general funds. ([III.D.10-01](#)) Institutional procedures for the use of restricted and unrestricted funds are aligned, with the district following more stringent requirements typically applied to restricted funds. ([III.D.10-02](#))

Grant and restricted fund budgets are monitored through monthly reports prepared by grant accountants for each grant budget manager. ([III.D.10-03](#)) Grant and restricted funds are further monitored through periodic meetings between the college presidents and the Grant Accounting supervisor to review expenditures and available funds. ([III.D.10-04](#))

The WHCCD District Business Office manages disbursement, draw down, and bank reconciliations of financial aid funds based on financial aid that is awarded by the college financial aid offices. The Business Office Manual addresses this process for draw down and reconciliation of state and federal funds, including financial aid funds. ([III.D.10-05](#)) Business Office staff follow a documented process for ensuring reconciliation of disbursement and drawing down of financial aid and restricted funds. ([III.D.10-06](#); [III.D.10-07](#)) Additionally, the WHCCD Business Office works with the college financial offices to review and reconcile the annual Fiscal Operations Report and Application to Participate (FISAP) report to the U.S. Department of Education. ([III.D.10-08](#))

In broader terms, the Board of Trustees reviews fiscal updates monthly. These provide a high-level overview of year-to-date budget versus actuals and include general and restricted funds and auxiliary programs. ([III.D.10-09](#))

District financial statements are audited annually; this includes state and federal financial aid funds. As part of the district's annual audit, additional separate audits are conducted on spending related to district bonds. ([III.D.10-10](#); [III.D.10-11](#); [III.D.10-12](#)) These audits are reviewed and approved by the Board of Trustees. ([III.D.10-13](#)) The WHCCD Foundation, a separate non-profit that operates in support of the district is also audited annually, with its audit report reviewed and approved by the Foundation Board. ([III.D.10-14](#); [III.D.10-15](#))

Analysis and Evaluation

The WHCCD Business Office has procedures and practices in place to ensure the effective oversight of finances, including grants, restricted funds, and federal financial aid. The Board of Trustees is provided with regular updates on the status of unrestricted, restricted, and auxiliary budgets, and district financial statements are audited on an annual basis, including the use of state and federal financial funds. The WHCCD Foundation, a separate non-profit that supports the district, undergoes its own independent audit under the oversight of its Board.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-

range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The district has developed multi-year budget projections taking into account expected state revenue as well as anticipated expenditures over the next several years as well as anticipated cost escalations based on collective bargaining agreements, estimated retirement rates, inflation and cost of living adjustments, and long liabilities such as loan payments and other debt. This is accompanied by a five-year plan for scheduled maintenance that includes estimated project expenditures. These are built into the current and into multi-year projections with the intent to fund these projects first using state funds, if available, and then using unrestricted general funds. ([III.D.11-01](#))

The district has acted on these projections to continually monitor and ensure long-term solvency. For example, the lease-purchase agreement on the district office building was refinanced with a COP (certificate of participation) to ensure consistent and manageable payments for this long-term debt. ([III.D.11-02](#); [III.D.11-03](#))

To further support long-term sustainability and to control long-term obligations, any current year surpluses are evaluated for one-time expenditures to meet long term obligations such as capital outlay and OPEB. ([III.D.11-04](#))

Short-term obligations such as software contracts and expenses are built into the annual budget and assessed regularly by the Chancellor's Executive Cabinet. ([III.D.11-05](#)) Cash flow is reconciled and monitored monthly to ensure that these short-term obligations can be met. ([III.D.11-06](#))

At the January 2022 Board of Trustees retreat, many of these efforts to monitor and control long-term debt and obligations were discussed with the Board of Trustees in the broader context of the District's Strategic Plan and its core commitment to fiscal sustainability. This included discussion of the District Office refinance and the district's ongoing OPEB costs. ([III.D.11-07](#))

The district utilizes the option to go out for public bonds to meet long-term infrastructure costs such as technology and capital projects. For example, the recently completed Firebaugh Center at the district's north end was funded through a combination of state funds and local bonds. Also, technology replacement cycles are being funded through Measure T bonds, issued as a series of short-term bonds, where the district is currently on the second of three in a series. The district has planned a technology reserve if future bonds funds are no longer available to fully fund technology replacement cycles. ([III.D.11-08](#); [III.D.11-09](#))

Analysis and Evaluation

In developing its annual budget each year, the district takes into account both its long- and short-term financial obligations, utilizing multi-year projections around salaries, benefits, capital projects, etc. The district has a history of taking steps to ensure that long term obligations can be met, including the recent refinancing of the District Office building, and also utilizes budget surpluses, when available to minimize ongoing, long-term costs. The Board of Trustees receives regular updates on the district's long-term financial obligations and acts upon the recommendation of the Chancellor and Vice Chancellor on steps to control long term expenses.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and

future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

West Hills Community College District's long range fiscal planning takes liabilities and future obligations into account. This includes the district's OPEB liabilities and projected cost increases for employee salaries and benefits as well as escalations to other costs such as utilities. These long-term plans guide the district's decision making and provide a starting point for the district when developing the annual budget. ([III.D.12-01](#))

Board Policy and Administrative Procedure 7340 Leaves sets limits on the accrual of vacation time, thus limiting the potential liability for paying out vacation time upon separation. District liability for classified comp time is not carried for more than a year, as classified employee comp time is paid out after one year if not used. ([III.D.12-02](#); [III.D.12-03](#); [III.D.12-04](#)) As part of the district's end of year fiscal close-out, 25% of the district's vacation payout is posted as a liability. ([III.D.12-05](#))

The District completed an actuarial study in fall 2022, in a continuation of the practice of running an actuarial study every other year, with a roll-forward in off years. ([III.D.12-06](#)) Beyond actuarial studies, OPEB liabilities are closely monitored and reported to the Board of Trustees; in March 2022, the Board was presented with current OPEB liabilities, and the district subsequently fully funded its OPEB liability based on the 2021 roll-forward study. ([III.D.12-07](#); [III.D.12-08](#); [III.D.12-09](#)) For the 2022-23 year, the district budgeted for pay-go annual contributions to maintain full funding, but due to market volatility, the district has made adjustments in its funding strategy, increasing contributions in September 2022 based on the results of the recently completed actuarial study. ([III.D.12-10](#); [III.D.12-11](#))

Analysis and Evaluation

The district has continuously monitored and planned for its liabilities and future obligations, including salaries and benefits, liabilities associated with employee leave, and particularly district's Other Post-Employment Benefits (OPEB) obligations. For OPEB, the district regularly contracts for actuarial studies to ensure that these costs are fully accounted for, and that sufficient funds are budgeted annually to meet this ongoing liability.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Locally incurred debt is assessed by WHCCD annually, with debt schedules integrated into the District's annual budget and its multi-year fiscal projections. ([III.D.13-01](#); [III.D.13-02](#); [III.D.13-03](#); [III.D.13-04](#))

The District's lease agreement on its District Office building offers a prime example of this ongoing assessment. At the November 2021 Board of Trustees meeting, the board was presented with options for refinancing its initial lease on the facility to provide more consistent and predictable payments in the coming years. This restricting plan was approved by the Board at that meeting, and the district has subsequently refinanced its original 2018 lease with a certificate of participation (COP) under new, more favorable terms. ([III.D.13-05](#); [III.D.13-06](#))

Analysis and Evaluation

WHCCD monitors its locally incurred debt and budgets annually for payment on this debt. When possible, the district explores opportunities to restructure locally incurred debt to minimize both long- and short-term costs, as was the case with the refinancing of the District Office building in late 2021.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

All District funds are audited annually by an external auditor which meets state and federal audit requirements for restricted funds. ([III.D.14-01](#)) When required by funding agencies, reporting on restricted funding is done according to the funder's requirements (typically quarterly and/or annually and at close out). ([III.D.14-02](#); [III.D.14-03](#); [III.D.14-04](#))

Purchasing and procurement processes are in place to ensure that funds are used for their intended purposes. Purchasing and procurement includes multi-level approvals with budget managers, and a manager from the WHCCD Business Office responsible for reviewing and approving all requisition requests prior to purchase, thus ensuring compliance with funding source and local processes and requirements. ([III.D.14-05](#))

Similarly, processes are in place to ensure that the spending of bond funds follows their intended purposes. These expenditures follow procurement processes in accordance with the purchasing handbook, with approval by a budget manager which is typically a senior, district-level administrator. The purchasing department will review these requested expenditures for legal restrictions, bid limits, and compliance with labor law and California Public Contracting code. The budget manager is then responsible for ensuring that the expenditures are consistent with the approved bond project definitions. ([III.D.14-06](#))

WHCCD has recently worked to improve management of auxiliary funds, which are each now required to complete their own three-year budget projections with the intent that they are financially self-sufficient. If auxiliary programs are unable to meet their full obligation, the deficit is budgeted for in the District's unrestricted budget as a transfer to the program. Estimated actuals are included in the adopted budget to monitor fund balances for each auxiliary fund. ([III.D.14-07](#))

Auxiliary programs are then monitored through their inclusion in the monthly budget status reports to the Board of Trustees, and the district has recently begun providing quarterly profit and loss statements to auxiliary programs which are provided to the program managers as well as the College President and Associate Vice Chancellor of Education and Student Services. ([III.D.14-08](#); [III.D.14-09](#); [III.D.14-10](#); [III.D.14-11](#))

The WHCCD Foundation operates as a separate non-profit entity in support of the district. The Foundation has several measures in place so that foundation funds are used for their intended purposes. The Foundation has established documentation and procedures to ensure that funds are spent in alignment with donor intent. When new accounts are created at the Foundation, an account document is established, listing the allowable expenditures for that account. ([III.D.14-12](#)) New scholarships follow a similar procedure, with the creation of a scholarship agreement that lays out how the scholarship should be awarded including the amounts awarded to students and the requirements for receiving that

scholarship. ([III.D.14-13](#)) Additionally, for major gifts (over \$25,000) the WHCCD Foundation has established a documented gift agreement laying out how the gift funds will be spent. ([III.D.14-14](#))

Purchasing procedures for the WHCCD Foundation closely matches the WHCCD Business Office procedures, with layers of approval from account managers, the Foundation Executive Director, and the WHCCD Vice Chancellor of Business Services for expenditures over \$5,000. Prior to the creation of an electronic requisition in the District's ERP, campus approval occurs using a paper form, and then this initiates the digital approval process for requisition entry, generation of purchase orders, and issuing checks. These expenses are then reported quarterly to the Foundation Board of Directors and approved quarterly. ([III.D.14-15](#); [III.D.14-16](#)) As an additional fiscal control, any expenses reimbursed directly to the Foundation Executive Director are itemized on this report.

For any fundraising by student clubs and organizations, funds are deposited into special, designated accounts. The Business Office requires that the approval of expenditures by any student clubs are reflected in meeting minutes as part of the overall process for purchasing approval. To improve consistency in this process, the WHCCD Business Office has created a short procedure guide that is shared with student clubs, with this guide aligned with best practices published in the ASB Manual issued by California's Fiscal Crisis & Management Assistance Team (FCMAT). ([III.D.14-17](#); [III.D.14-18](#))

Analysis and Evaluation

The district has a number of practices and processes in place to ensure that funds are used for their intended purposes, including grant, bond, and other restricted funds. The district's purchasing handbook outlines the roles and responsibilities of budget managers, who are responsible for approving expenditures in line with their intended purpose, and the district's purchasing department reviews requested expenditures to ensure that expenditures meet specific legal requirements and bid limits as required by state and federal law. At the same time, the district has worked to strengthen its tracking and accountability for auxiliary funds, with each auxiliary program developing its own financial plan and by including explicit reports on auxiliary funds in the monthly budget status updates to the Board of Trustees.

The WHCCD Business Office has developed resources for and collaborated with student government to ensure that proper controls and procedures are in place for spending by student clubs and organizations, with expenditures required to be reflected in club minutes, and in line with best practices.

Similarly, the WHCCD Foundation has its own set of controls in place to ensure that Foundation funds are clearly designated and that they used in a manner that aligns with donor intent.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The WHCL Director of Financial Aid is responsible for monitoring the college's cohort default rate and ensuring that the college's financial aid operations comply with Title IV of the Higher Education Act. The cohort default rate is within federal guidelines as a result of proactive strategies to ensure that it stays low. The college contracts with a third-party company that outreaches to former student borrowers with communications about repayment options and forbearance, to ensure that students

can avoid default. ([III.D.15-01](#))

Financial aid is among the areas covered by the district's annual audit. Although there have been some issues identified and resolved within the district, West Hills College Lemoore has been consistently free of audit findings pertaining to financial aid. ([III.D.15-02](#); [III.D.15-03](#); [III.D.15-04](#))

Controls are in place for financial aid revenue streams; the Business Office draws down federal financial aid funds three days prior to disbursement in line with federal guidelines, and based on anticipated financial aid award disbursements. ([III.D.15-05](#))

Analysis and Evaluation

The WHCCD Business Office has controls and procedures in place to ensure that federal financial aid funds are utilized in their intended manner, drawing down funds three days prior to disbursement and based on the totals awarded by the college financial aid offices. Expenditures around federal financial aid are included in the district's annual audits. The college monitors its cohort default rate and has proactive strategies to ensure it stays low.

Contractual Agreements

16. 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District has one Board Policy and six Administrative Procedures addressing the requirements for distinct types of bids and contracts. ([III.D.16-01](#); [III.D.16-02](#); [III.D.16-03](#); [III.D.16-04](#); [III.D.16-05](#); [III.D.16-06](#); [III.D.16-07](#); [III.D.16-08](#))

The District Purchasing Handbook includes a section detailing requirements for contracts as well as the situations in which the bidding process must be utilized. Contracts over a \$15,000 are required to go to the Board of Trustees for ratification within 60 days. ([III.D.16-09](#); [III.D.16-10](#))

Contract signers vary based on the amount and purpose of the contract. Education-based contracts typically require sign-off first by the college to ensure that the contract meets the educational goals and mission of the college. These contracts then go to the Vice Chancellor of Business and Fiscal Services to review for liability, hold harmless, double indemnification, termination, and other fiscal and liability concerns as detailed in the Purchasing Handbook and Policy and Procedure. ([III.D.16-11](#); [III.D.16-12](#))

Analysis and Evaluation

The district has a number of policies and procedures in place governing the requirements for bids and contracts, with the District Purchasing Handbook providing additional detail and the operational requirements around contract amounts and board requirements. When applicable, contracts are approved by the college president to ensure that they align with the college's mission and goals, and ultimately all contracts must be approved by the Vice Chancellor of Business and Fiscal Services to ensure additional matters of fiscal compliance.

Conclusions on Standard III.D: Fiscal Resources

At the college level, the resource allocation and budget planning process is outlined in the Planning and Governance Manual, whereby resource requests generated through the program review process are forwarded through a shared governance review process. This process ensures that budgets are developed in alignment with the college's mission and goals.

At the District level, this commitment to aligning resource allocation with the Mission, Vision, and Strategic Plan of the district is continued, as Chancellor's Executive Cabinet takes a broad, districtwide view of resource requests for prioritization and inclusion in the annual budget. These priorities are included in the annual budget provided that funds are available. Each year, the district's annual budget is built based on revenue expectations from the State of California with realistic projections of expenses and liabilities to ensure that the district operates within its means, while maintaining its own requirement for a combined 20% in reserve and contingency funds, providing a further layer of protection against fiscal uncertainty.

The WHCCD Business Office has established processes and procedures through a series of manuals that are published and made available districtwide, effectively laying out the processes, controls, and delineation of roles within the Business Office and at the colleges, particularly with regards to the roles of staff and management in fiscal oversight and compliance.

The district is audited on an annual basis to ensure compliance with state and federal regulations, and regular financial reports to the Board of Trustees provide an additional level of oversight and transparency on the district's financial position and transactions.

Improvement Plan(s)

None

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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.**

Evidence of Meeting the Standard

The institutional leaders of WHCCD and WHCL have created opportunities for members of all constituencies to grow and develop leadership skills and competencies. Through campus and district participatory governance structures and processes, all campus constituencies are involved in the planning and implementation of collegewide innovative strategies and practices.

Faculty members have many opportunities for professional development; one example of which is the Summer Faculty Innovate Sessions. The 2022 Innovate series included sessions on Open Educational Resources (OER), implementing Adobe Creative Suite for Canvas shell development, built on Guided Pathways with the “Reignite Pathways” to align schedule, curriculum, and student support, “Flipping the Classroom and High-Quality Hybrid” to examine best practices, “Flex Best” to brainstorm

innovative instruction using flexible pedagogy, furniture, and technology, and finally HOPE Huddles and Healthy Lives/Healthy Students. ([IV.A.1-01](#); [IV.A.1-02](#)) The Canvas Coaching Cohort professional development series for faculty was another example of an innovative approach to professional development as faculty coaches supported faculty in the development and implementation of best practices in distance education courses. ([IV.A.1-03](#); [IV.A.1-04](#))

An excellent example of how the College supports the professional development of its employees and students is the Future Leaders Professional Development Series. The program was designed to mature and refine the inherent leadership skills of the participants through group training and individual professional coaching. The goal was to transform participants into more productive and efficient leaders. Participants included entry level administrators (associate deans and deans), classified management (coordinators and directors), and faculty leaders (academic senate presidents). The topics of the leadership series included servant leadership, community college administration, books (“Good to Great”), accountability, finances, employee hiring, and change. ([IV.A.1-05](#))

Building on the Future Leaders Series, WHCCD created and implemented the Upskill Exploration Academy to “educate, inform, encourage, and mentor WHCCD classified staff careers across roles and locations.” The year-long cohort focused on Education and Technology, Grants, and Human Resources. Participants developed projects within their own departments, studied opportunities for growth and development, as well as challenges. The participants developed potential improvements and presented those projects to the District Board of Trustees. ([IV.A.1-06](#); [IV.A.1-07](#))

When innovation involves collegewide initiatives, processes and procedures are in place to assure effective planning and implementation. One example of this was the initiation and development of the “OERevolution” that has taken place at the college for the past six years leading to 66% of current sections in the 22-23 schedule being offered as Zero Textbook Cost (ZTC). ([IV.A.1-08](#); [IV.A.1-09](#)) The OER Committee was developed as a way to ensure effective planning, implementation, and assessment of the OER work across the college. ([IV.A.1-10](#))

As mentioned in other sub-standards, participatory governance processes demonstrate the involvement of all constituency groups in the collegewide decision-making process, including the planning and implementation of collegewide initiatives. ([IV.A.1-11](#)) Subsequently, the Strategic Initiative Workflow illustrates how possible for these initiatives are brought to the attention of the Planning and Governance Council (PGC) through the Program Review process, which triggers discussion within the Institutional Effectiveness and Student Success Committee and its subcommittees (Data Team and Pro-Active Student Success Committee).

Analysis and Evaluation

The West Hills Community College District (WHCCD) and West Hills College Lemoore (WHCL) are known for innovation and opportunity for all constituents. Institutional leadership has been developed through in-house programs such as the West Hills Future Leaders Professional Development Series the Upskill Exploration Academy for classified staff, and the week-long Summer Innovate sessions for faculty.

The structure of the WHCL governance process ensures that all constituencies are granted participatory involvement in the planning and implementation of collegewide innovations. Institutional processes such as the Strategic Initiative Workflow are used to assure effective planning and

implementation of any ideas that involve policy or significant institution-wide implications.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

At WHCL BP and AP 2510 Participation in Local Decision-Making is in accordance with California Educational Code. ([IV.A.2-01](#); [IV.A.2-02](#)) This evidence provides a process by which each constituency group has a voice in establishing and implementing policies and procedures. Faculty, staff, students, and administration are all granted the opportunity to participate in the formulation and development of Board policies and administrative procedures.

The PGC Manual is the document where the BP's/AP's noted above are put into practice at the college level, establishing and defining WHC Lemoore's participatory governance committees, structure, processes, and membership. ([IV.A.2-03](#)) The institution ensures participation of all constituent groups annually by ensuring that all members are assigned per the representation outlined in the Planning and Governance Manual. ([IV.A.2-04](#)) Additionally, any employee, students, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office. ([IV.A.2-05](#))

Student participation is a coordinated effort from committees and Associated Student Government. Each participatory governance committee has active student representation. ([IV.A.2-06](#)) Student participation is also encouraged in special-purpose committees such as the Educational Master Plan Taskforce. ([IV.A.2-07](#); [IV.A.2-08](#))

Analysis and Evaluation

WHCL has developed and implemented processes in accordance with board policies and administrative procedures that authorizes all constituency groups to participate in the local decision-making process. Students are encouraged to participate in college decision-making processes through student representation on shared governance committees.

- 3. Administrators and faculty, through policy and procedures, 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.**

Evidence of Meeting the Standard

WHCL participatory governance committees, their memberships, and responsibilities are clearly delineated through the Planning and Governance Manual. ([IV.A.3-01](#)) The roles and responsibilities of the administration, faculty, staff, and students are defined for each of the seven standing governance committees and any subsequent sub-committees.

As the core participatory governance committee, PGC represents all constituent groups at WHCL. PGC provides input on proposed revisions to Board Policies and Administrative Procedures. ([IV.A.3-02](#)) The College's final comments, recommendations and actions taken are forwarded to the Chancellor. ([IV.A.3-03](#)) PGC annually reviews the College's mission statement, strategic planning documents, the

PGC manual, and the Institutional Set Standards. ([IV.A.3-04](#); [IV.A.3-05](#); [IV.A.3-06](#)) Additionally, the PGC reviews, approves, and makes recommendations on Program Reviews, the annual budget, and campus-wide issues. ([IV.A.3-07](#))

The membership of the Budget Allocation Committee (BAC) and the Area Budget Committees (ABC) which report to the BAC are listed in the college governance manual. ([IV.A.3-08](#)) The BAC goals, products, and annual agenda show the process by which constituent groups prioritize needs and advocate for those recommendations in the college budget. The membership of the three Area Budget Committees (ABC 1 – Administration, ABC II – Student Services, ABC III – Educational Services) provides students, staff, faculty, and administrators with the opportunity for input and decisions related to the college financial expenditures.

The Facilities and Safety Committee (FSC) develops, monitors, and reviews plans related to accessibility, campus safety, emergency response, and as directed by PGC to promote new campus construction based on need. ([IV.A.3-09](#)) The FSC evaluates and recommends the revision of plans and standards and communicates with the respective groups involved.

The Institutional Effectiveness and Student Success Committee (IESSC) monitors and informs on college-wide services and activities necessary to ensure WHCL students maximize their success through the lenses of the strong framework. ([IV.A.3-10](#)) This is accomplished by making data driven recommendations, incorporating essential planning documents, and ensuring fiscal and programmatic alignment.

The purpose of the Outcome and Assessment Committee (OAC) is to coordinate the various institutional efforts to create, assess, and analyze outcomes and assessment data. ([IV.A.3-11](#)) The OAC facilitates discussion around assessments and creating better outcomes among the various constituency groups, including, but not limited to faculty, administration, and support staff regarding student learning outcomes at the course, program, service area, and institutional levels.

The Program and Accreditation Review (PAR) committee provides structure and support for continuous improvement and effectiveness including accreditation processes, program review processes, and communication of collegewide themes for institutional review. ([IV.A.3-12](#)) The PAR committee is responsible for creating the program review schedule and providing data coaching and support for all program review leads. In addition, the committee assess the effectiveness of program review forms and processes.

The Professional Development Committee (PDC) is responsible for documenting attendance of professional development activities including, but not limited to 1) conferences, 2) workshops, and 3) in-service training both on and off-campus in a centralized report. The PDC reviews the professional development report to look for trends, duplications, and themes to ensure that professional development activities align with the College's strategic plan, program review, and/or are required by regulation. ([IV.A.3-13](#))

The Technology Committee has the responsibility of assessing IT related policies, procedures, and planning as they relate to WHCL. The central focus is the intersection of instruction, administrative support, and technology regarding students and their ability to meet their educational goals. ([IV.A.3-14](#))

Analysis and Evaluation

The governance structure at WHCL is clearly defined and transparent and encourages and coordinates participation by all constituent groups of the college. Administrators and faculty, through policy and procedures, 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.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

The curriculum process at WHCL ensures that faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. This is in accordance with the BP and AP 2510, which clearly states that curriculum decisions are under Academic Senate purview. ([IV.A.4-01](#); [IV.A.4-02](#)) The curriculum process is overseen by the Curriculum Committee, which is a subcommittee of the Academic Senate and is composed of learning area faculty representation, the Vice President of Educational Services, the Articulation Officer, and the Curriculum Systems Manager. ([IV.A.4-03](#); [IV.A.4-04](#)) The curriculum workflows within the eLumen curriculum management system outline the process, including the responsibilities of faculty and academic administrators. ([IV.A.4-05](#)) All finalized curriculum changes and additions are submitted to the Board of Trustees for approval as a Curriculum Action Report. ([IV.A.4-06](#))

Analysis and Evaluation

Guided by established board policies and academic procedures, WHCL ensures that faculty and academic administrators have responsibility for curricular recommendations, and there is a well-defined structure at the College that delineates such responsibilities. The Curriculum Committee meets regularly to discuss and approve updates to College curricula, including instructional program and course creations and revisions. Changes and additions to curriculum are compiled by the Curriculum Committee and submitted to the Board of Trustees for approval.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

Through both WHCCD Board Policies and Administrative Procedures as well as the WHCL Planning and Governance Manual, WHCL ensures consideration of relevant and varied perspectives; aligned expertise and responsibility; and timely action on institutional plans, policies, curricular changes, and other key considerations. Board Policies and Administrative Procedures outline responsibilities based on expertise. Some examples include the establishment and election process of student members to the Board of Trustees and the reliance on faculty expertise in curricular developments and changes. ([IV.A.5-01](#); [IV.A.5-02](#); [IV.A.5-03](#)) The Planning and Governance Manual outlines the philosophy of decision making, culture of evidence, communication, budget workflow, and committee organization. ([IV.A.5-04](#)) In the PGC section, the Manual also lists the planning of the biennial Eagle Vision Planning sessions, which are the College's strategic planning sessions and include data given to and feedback requested from students, faculty, staff, and community members. ([IV.A.5-05](#); [IV.A.5-06](#); [IV.A.5-07](#); [IV.A.5-08](#))

Each college constituency group, in alignment with their expertise and responsibilities, provides their input on institutional plans, policies, and curricular change through shared governance representation. ([IV.A.5-09](#); [IV.A.5-10](#)) All governance committees meet regularly during the semester at consistently designated and publicized times and dates. ([IV.A.5-11](#)) Evidence can be found for the appropriate allocation of responsibilities within the District committee organizations and appropriate constituency input. ([IV.A.5-12](#))

Analysis and Evaluation

The constituency groups at WHCL are given the appropriate opportunity to effectively participate in institutional governance by both WHCCD and WHCL structures. The opinions of the groups are given equitable attention for their recommendations for college improvement. All governance committees meet regularly during the semester at consistently designated and publicized times and dates. The participatory governance committees rely on the expertise and responsibility of their respective members to offer varied and relevant perspectives on collegewide plans and policies.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

WHCL's decision-making processes and the resulting decisions are documented and widely communicated across the College through the participatory governance process. ([IV.A.6-01](#)) Collegewide decisions and initiatives are brought forth to PGC as the principal participatory governance body of the College. ([IV.A.6-02](#)) The PGC manual clearly outlines that the gathering input from and reporting back to their constituency groups is a defined responsibility of all committee members for PGC. ([IV.A.6-03](#); [IV.A.6-04](#))

The College President communicates information and decisions multiple times each semester through the President's Update along with collegewide e-mails and announcements on the WHCL Campus Events and Announcements team site. ([IV.A.6-05](#); [IV.A.6-06](#); [IV.A.6-07](#)) The College President communicates monthly the results of decision-making processes to the Board of Trustees through the President's report, which is a standing agenda item on regular board meetings. ([IV.A.6-08](#); [IV.A.6-09](#)) Additional venues for communication with the college constituents regarding decision-making include the President Lunch-n-Learn (formerly President Forums) and the "State of the College" addresses that are given on professional development day at the beginning of the fall and spring semester ([IV.A.6-10](#); [IV.A.6-11](#)) The Board of Trustees Minutes communicate to the community and all stakeholders, including employees and students, on the discussions and actions on agenda items associated with the colleges and district and its constituents. ([IV.A.6-12](#))

An example of a well-documented decision-making process and the communication of resulting decisions is the Budget Allocation process. ([IV.A.6-13](#)) Budget requests are forwarded to the appropriate Budget Allocation Subcommittee for prioritization. BAC reports the results of the prioritization to PGC. ([IV.A.6-14](#)) PGC committee members report these results back to their constituency groups. ([IV.A.6-15](#)) PGC members reconvene to discuss and approve the prioritization list. ([IV.A.6-16](#)) The list moves through the rest of the Budget Allocation process and the College President communicates the results back to PGC and to the rest of the College. ([IV.A.6-17](#); [IV.A.6-18](#))

Analysis and Evaluation

WHCL has documented processes for decision-making outlined in the Planning and Governance Manual. The resulting decisions are documented through meeting minutes and are regularly communicated to all constituents via multiple communication platforms including the President's newsletter and through constituent group meetings.

- 7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.**

Evidence of Meeting the Standard

The evaluation of key College administrators and their roles is embedded in the role of the College President. ([IV.A.7-01](#)) Additionally, committee effectiveness and communication are also subject to an evaluation through a survey of employees.

The participatory governance group and leadership of these groups is regularly assessed through the Committee Communication and Effectiveness Survey. ([IV.A.7-02](#)) The District Office of Accreditation, Research, Institutional Effectiveness, and Planning (ARIEP) runs the survey during the spring term of odd-numbered years and the results are distributed to the members of the College and District governance committees. ([IV.A.7-03](#)) The results are presented by ARIEP to PGC for review and discussion. ([IV.A.7-04](#); [IV.A.7-05](#)) PGC further distributes the results to other committees and constituency groups. ([IV.A.7-06](#)) Based on the annual agenda item that is embedded into the PGC Manual for each committee, committee leaders are responsible for conducting discussion and analysis of the survey results and working with their committees to make revisions/recommendations to improve their committee effectiveness. ([IV.A.7-07](#)) Revisions and suggestions for committee improvement are collected and incorporated into annual revisions of the PGC manual.

Governance and decision-making policies codified in board policies and administrative procedures are reviewed cyclically. ([IV.A.7-08](#)) Shared governance committee information, such as annual agenda items and membership, and other decision-making policies are reviewed and revised by virtue of the annual Planning and Governance Manual revisions.

Analysis and Evaluation

The College regularly evaluates governance and decision-making policies, procedures, and processes to ensure integrity and effectiveness. Results of evaluations, reviews, and revision are distributed to constituency groups through the shared governance process.

A Planning and Governance Manual was established to review college policies and procedures and college programs and committees. PGC creates the processes for recommending College procedures and governance committee structures. PGC relies on the College's committees for recommendations to determine appropriate actions and amends and guides the planning processes and recommends policies, procedures, and processes to respond to the changing needs of the student population and the internal and external environments.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

WHCL's decision making roles and processes align with the standard. Governance roles are clearly defined through District and College policies and procedures and effectively facilitate decision-making practices, which are supportive of student success and improve institutional effectiveness. The College

recognizes and uses the contributions of leadership throughout the organization to maintain academic quality, integrity, fiscal stability, and continuous improvement. Through clearly defined and transparent governance committees the College's constituencies work together for the good of the College.

Improvement Plan(s)

None

Evidence List

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B. Chief Executive Officer

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

At WHCL, the duties and responsibilities of the College President clearly state that, as the Chief

Executive Officer, they have primary responsibility for the quality of the institution and ensure such quality by planning, organizing, coordinating, administering, reviewing, and evaluating programs for the College; providing leadership to the College's faculty, administrators, classified staff, and student services; providing leadership in program and course development, modification, and elimination; engaging the College in a continuous dialog concerning the pursuit of student success; ensuring that the College resources are appropriately aligned to maximize efforts to continuously improve the success of our students; ensuring that district policies, collective bargaining agreements and federal, state, and local rules and regulations are adhered to; and selecting, training, directing, and evaluating the performance of key college administrators as directed by the Chancellor. ([IV.B.1-01](#))

Other duties and responsibilities of the College President are outlined in the District Function Map and include the development of the campus budget and complying with required deadlines as well as the adopted budget planning and approval; the determination of staffing needs and participation in the recruitment and selection and training of new employees; and the assessment of the effectiveness of participatory governance structures, student learning, strategic and educational master planning. ([IV.B.1-02](#); [IV.B.1-03](#); [IV.B.1-04](#))

Analysis and Evaluation

The College President is the College's chief executive officer and has primary responsibility for the quality of the College. The President provides the leadership necessary for planning institutional organization, budgeting, selecting, and developing personnel and assessing the College's effectiveness.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

The Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board, and, in turn, the Chancellor may delegate any powers and duties entrusted to them, including the administration of colleges and centers to the College President. ([IV.B.2-01](#)) Subsequently, the College President has delegated the day-to-day responsibilities of the College to the appropriate vice-presidents and deans to oversee educational and student services. ([IV.B.2-02](#)) Additionally, general areas of responsibility are outlined and designated to college vice-presidents, deans, and department managers. ([IV.B.2-03](#))

Analysis and Evaluation

As the College's chief executive officer, the College President plans, oversees, and evaluates the organization's structure to meet the college's purposes. This responsibility has been delegated down from the Board through the Chancellor per policy. The college organizational chart and the district functional map illustrate how the president delegates administrative responsibilities at the college level.

- 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;

- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Through established policies and procedures, the College President, as the CEO, guides the institutional teaching and learning environment. The College President sits as the Chair of PGC, the College's central governance committee, wherein processes outlined in this substandard are assessed every fall. ([IV.B.3-01](#)) An example of such an assessment is the review of Vision for Success goals that are tied to Institutional Set Standards. ([IV.B.3-02](#)) Upon review, suggestions were made for better analysis of the metrics. ([IV.B.3-03](#)) Additionally, this process demonstrates that the College relies on quality research and analysis for continuous improvement.

The College President ensures that educational planning is integrated through the College's Strategic Plan, the College's Educational Master Plan, and resource planning and allocation through the Budget Allocation Committee and budget cycle. ([IV.B.3-04](#)) The Strategic Plan and Educational Master Plan have both been developed in the past two years and the college has embedded the review and discussion of these plans into the governance process with regular data being provided by ARIEP for analysis. ([IV.B.3-05](#)) Additionally, the college has utilized the partnership with Achieving the Dream to conduct a series of strategic planning and coaching sessions around putting the Strategic Plan into action. ([IV.B.3-06](#)) The Budget Allocation process ensures that the educational planning is integrated with resource planning and allocation to support student achievement and learning through required connection in resource requests to either Program Review, Educational Master Plan, Strategic Plan, or other key college planning documents. ([IV.B.3-07](#)) BAC prioritizes the requests using an established rubric, then forwards the prioritized lists to the President and PGC. ([IV.B.3-08](#))

Analysis and Evaluation

The College President actively guides the College to improve teaching and learning through the PGC annual agenda. The Vision for Success data and Institutional Set Standards are reviewed every fall along with the Budget Allocation Committee's final prioritization recommendations. The BAC allocation requests are submitted through the annual Program Review process, which is also embedded in the annual agenda of PGC. This ensures optimal improvement and resource allocation for the College's teaching and learning environment.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

The CEO of West Hills College Lemoore has the primary leadership role for accreditation and in that role appoints an Accreditation Liaison Officer who is responsible for coordinating all necessary activities in preparation for completion of the Institutional Self Evaluation Report (ISER), the visit by the visiting team, and subsequent reports and visits. ([IV.B.4-01](#)) For the WHCL 2024 ISER the role of the ALO was initially filled by James Preston who formerly served as the VP of Educational Services and

served as the Interim President at the time of the initiation of the ISER development process. Christopher Whiteside (Vice President of Educational Services and Chief Instructional Officer) was delegated the role of ALO by the President when he joined the college in May 2022. Christopher Whiteside maintained the CIO/ALO role until he left the college in late Spring 2023 and currently the college president is serving temporarily as the ALO until the VP of Educational Services position is filled. The CEO communicated consistently with faculty, staff, and administrative leaders of the college throughout the Accreditation process through regular newsletters, presentations at district and college Professional Development days, and through trainings that were made available to the College from the ACCJC Liaison. ([IV.B.4-02](#); [IV.B.4-03](#); [IV.B.4-04](#)).

Analysis and Evaluation

The college president serves as the chief executive office and ensures that the College meets or exceeds eligibility requirements, accreditation standards and commission policies.

- 5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

At WHCL, one of the core duties of the College President is to see that district policies, collective bargaining agreements, and federal state and local rules and regulations are adhered to. ([IV.B.5-01](#)) As the Chair of PGC, the president regularly reviews Board Policies and Administrative Procedures per the committee's annual agenda. ([IV.B.5-02](#)) This ensures that they are aware of any updates to existing policies or drafting of new policies. Within PGC, the president also ensures that all practices are consistent with the college mission by virtue of the Program Review process, which requires all instructional and support programs to review alignment with the mission. ([IV.B.5-03](#))

The College President also has effective control of budget and expenditures via the requirements of the District Business Office and the Budget Allocation process. ([IV.B.5-04](#))

Analysis and Evaluation

The College President ensures that the college adheres to all state and federal regulations and maintains compliance with all District policies and procedures. This is accomplished through the annual PGC agenda. The College President also maintains effective control of the College budget and expenditures submitted annually to PGC through Budget Allocation process.

- 6. The CEO works and communicates effectively with the communities served by the institution.**

Evidence of Meeting the Standard

The WHCL College President works and communicates effectively with the communities served by the institution through committee engagement and community outreach. The College President serves on several community committees and councils including the Tulare/Kings Career College Collaborative, and the Kings Economic Development Committee. ([IV.B.6-01](#)) The College President also regularly attends Lemoore City Council meetings and accompanies the College's Outreach and Recruitment team to visit local high schools and learn more about the future students of WHCL. ([IV.B.6-02](#)) The College President and administrative team members complete annual visits with the WHCL feeder high schools each fall semester. These meetings are in-person and allow for dialog between the high schools and the college to determine how to best serve the students. ([IV.B.6-03](#); [IV.B.6-04](#))

Since the return to campus from remote operations that were required due to COVID-19 in March 2021 the College President has been focused on “putting the community back in community college” by intensifying community outreach and working to bring partners to the College for events and activities. Eagle Vision Planning events and the Educational Master Plan process involved community members and included a community survey to gather input for both the mission statement and the EMP. ([IV.B.6-05](#); [IV.B.6-06](#)) The College President also works closely with the Director of HOPE and Coordinator of Student Support Services and Engagement to establish and engage with community partnerships for the Golden Eagle Pantry and monthly food distribution, community events such as Evening of HOPE and Fall Festival, and regular interaction with Kings Partnership. ([IV.B.6-07](#); [IV.B.6-08](#))

Furthermore, the College President has demonstrated dedication to the community through discussions with the Director of Marketing regarding strategies for improve the College’s presence in the local community. ([IV.B.6-09](#)) One strategy that resulted from these conversations is the publication of the district magazine that shared with community partners on annual basis with updates on strategic planning and goals. ([IV.B.6-10](#))

Analysis and Evaluation

The College President is an active participant in the community and meets regularly with community groups and educational groups.

Conclusions on Standard IV.B: Chief Executive Officer

The duties and responsibilities of the College President as WHCL’s chief executive officer align with and meet this standard. The College President is responsible for the quality of the College, and they guide, direct, and lead the planning, organizing, and budgeting of the College and ensure its overall effectiveness. The College President is also responsible for selecting, hiring, and developing campus personnel.

Improvement Plan(s)

None

Evidence List

[IV.B.1-01](#) JobDescr_WHCLPres
[IV.B.1-02](#) WHCCD_FuncMap_Bdgt_p5
[IV.B.1-03](#) WHCCD_FuncMap_HR_p14
[IV.B.1-04](#) WHCCD_FuncMap_InstEff_p16
[IV.B.2-01](#) BP2430
[IV.B.2-02](#) WHCL_OrgChrt_7.2022
[IV.B.2-03](#) WHCCD_FuncMap
[IV.B.3-01](#) PGCManual_PGCChair_pp16-17
[IV.B.3-02](#) PGC_Mins_VFS_4.14.21
[IV.B.3-03](#) PGC_Mins_11.10.21
[IV.B.3-04](#) WHCL_EMP_2022
[IV.B.3-05](#) IVB3_05_EMP_Prsntn_5.12.22
[IV.B.3-06](#) IVB3_06_ATD.CoachSess_6.7.22
[IV.B.3-07](#) IVB3_07_PriorLists_23-24_ALL
[IV.B.3-08](#) BAC_Rubric_22-23

[IV.B.4-01](#) AP3200
[IV.B.4-02](#) Pres.Updt_FA23
[IV.B.4-03](#) PDDay_Pres.Updt_SP2023_ppt
[IV.B.4-04](#) ACCJC.Liason.Mtg_11.3.22_invite
[IV.B.5-01](#) JobDescr_WHCLPres
[IV.B.5-02](#) PGCMannual_AnnualAgenda_p16-18
[IV.B.5-03](#) EMT_PR_MissAlgnmnt
[IV.B.5-04](#) PGCMannual_BdgtAllcnWkflw_p7
[IV.B.5-01](#) JobDescr_WHCLPres
[IV.B.5-02](#) PGCMannual_AnnualAgenda_p16-18
[IV.B.5-03](#) EMT_PR_MissAlgnmnt
[IV.B.5-04](#) PGCMannual_BdgtAllcnWkflw_p7
[IV.B.6-01](#) KingsEDC_ExecMtgSumm_3.20.23
[IV.B.6-02](#) LemCityCnclMtg_10.18.22
[IV.B.6-03](#) ET.Mtg_Agnda_2.1.23_email
[IV.B.6-04](#) HS.Tour2022_Notes
[IV.B.6-05](#) EVP-EMP_9.16.22_ppt
[IV.B.6-06](#) EVP-EMP_Signin
[IV.B.6-07](#) EveningofHOPE_Teams
[IV.B.6-08](#) FallFstvl_10.26.22_flyer
[IV.B.6-09](#) PEC_Notes_5.10.22
[IV.B.6-11](#) PEC_Notes_5.10.22
[IV.B.6-10](#) WHCCD.Mgzn_2022

C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

Board Policy 2200 Board Duties and Responsibilities establishes responsibilities of the WHCCD Board of Trustees, including responsibility to assure fiscal health and stability within District and to monitor educational performance. ([IV.C.1-01](#)) Based on this authority, the Board has approved a comprehensive set of Board Policies. This includes Chapter 3, which covers general institutional policies, including Institutional Effectiveness; Chapter 4, which sets policy related to Academic Affairs, including curriculum, grading, and academic freedom; Chapter 5, which covers Student Services, including academic integrity; and Chapter 6, which is where Business and Fiscal Affairs fall. ([IV.C.1-02](#); [IV.C.1-03](#); [IV.C.1-04](#); [IV.C.1-05](#))

Board Policies and Administrative Procedures are regularly reviewed on a six-year cycle based on Board Policy and Administrative Procedure 2410, Policy and Administrative Procedure. ([IV.C.1-06](#); [IV.C.1-07](#)) All Board Policies and Administrative Procedures are posted publicly on the District website. ([IV.C.1-08](#))

Analysis and Evaluation

The WHCCD Board of Trustees is responsible for setting policies to assure academic quality, integrity,

and effectiveness of student learning programs and services and the financial stability of the District. The Board has exercised this authority by approving a comprehensive set of Board Policies covering topics related to academic quality, integrity, program effectiveness, and financial stability. Board policies are reviewed on a regular schedule and are posted publicly on the District website.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The WHCCD Board of Trustees has established BP 2715 Code of Ethics/Standards of Practice, setting standards for the conduct of members of the Board of Trustees and the requirement that the board operates as a collective entity, committed to the furthering the best interests of the District's students. This policy sets the following code of ethics for all members of the Board of Trustees:

"I pledge my best efforts as a trustee of the West Hills Community College District to:

- evidence good citizenship in community and state affairs;
- refrain from making any decisions or commitments concerning community college governance, except in Board meetings or when designated by the Board to do so;
- make decisions which give priority to the students;
- be informed about the District, educational issues, and responsibilities of trusteeship; and
- fulfill the responsibilities of my commission without regard to prejudice or partisanship."

This policy goes on to further supports the Board's functioning as a collective entity, noting that violations of this code of ethics include:

- "Publicly advocating against Board decisions after they are made" and
- "Advocating a single interest instead of the common public good"

[\(IV.C.2-01\)](#)

Analysis and Evaluation

In accordance with its policy establishing the Board Code of Ethics and Standards of Practice, the WHCCD Board of Trustees acts as a collective entity, reserving district decision making for Board meetings, and clearly defining that Board members are to advocate for the public good and support all decisions of the Board of Trustees, regardless of personal position or opinion.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

BP and AP 2431 Chancellor Selection outline the process for selecting the Chancellor, including the composition of a screening committee, which includes three Board members selected by the entire Board. The duties of screening committee members and the process for screening and interviewing candidates are listed within AP 2431. The Board is responsible for selecting and hiring the Chancellor. [\(IV.C.3-01; IV.C.3-02; IV.C.3-03; IV.C.3-04\)](#)

The evaluation of the Chancellor is governed by BP and AP 2435 Evaluation of the Chancellor. Under this policy, the Board is responsible for evaluating the Chancellor at least once each year, with Board of

Trustee meeting minutes reflecting that this frequency and timeline has been maintained. ([IV.C.3-05](#); [IV.C.3-06](#); [IV.C.3-07](#); [IV.C.3-08](#); [IV.C.3-09](#); [IV.C.3-10](#))

Analysis and Evaluation

The WHCCD Board of Trustees has established clearly defined policies for both the selection and evaluation of the District Chancellor and has demonstrated adherence to these policies through both the 2021 Chancellor selection process as well as the regular completion of evaluations of the Chancellor.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

Under BP 2010 Board Membership, all members of the WHCCD Board of Trustees are publicly elected by the voters of the district and are not permitted to hold additional offices that are incompatible with their role on the WHCCD Board of Trustees. ([IV.C.4-01](#)) Board Policy 2200 Board Duties and Responsibilities states that the Board of Trustees is committed to representing the public interest and to monitoring institutional performance and educational quality. ([IV.C.4-02](#))

Additional policies and administrative procedures further expand the responsibilities of the Board of Trustees. BP and AP 2710 Conflict of Interest define conflicts of interest, including incompatible activities by trustees and financial conflicts of interest. ([IV.C.4-03](#); [IV.C.4-04](#)) BP 2715 Code of Ethics/Standards of Practice further establishes the code of ethics to be upheld by board members, including the focus on public interest, and the avoidance of conflicts of interest and partisanship. ([IV.C.4-05](#)) Finally, BP 2716 Political Activity prohibits the Board of Trustees from using district funds or resources to advocate for or against any ballot measure or political candidate. ([IV.C.4-06](#))

Analysis and Evaluation

The WHCCD Board of Trustees consists of publicly elected officials with an explicit responsibility to represent the public interest. Through a series of Board Policies and Administrative Procedures, the Board of Trustees ensures that it functions as an independent, policy-making body reflecting the public interest to further educational quality. These policies establish the role of the Board of Trustees as well as the standards of conduct which Board members and the Board are to follow.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

In BP 1200, the Board of Trustees established the mission of the District: "To cultivate learning, provide economic opportunity, and increase equity among our diverse students, employees, and communities". ([IV.C.5-01](#)) BP 2200 Board Duties and Responsibilities lays out the duties and responsibilities of the Board of Trustees, including its commitment to educational quality, fiscal health and stability, and the establishment of institutional policies defining the College mission and associated standards for ethics and legal matters. ([IV.C.5-02](#)) BP and AP 2410 set the process for the development, revision, and approval of Board Policies and Administrative Procedures. ([IV.C.5-03](#);

[IV.C.5-04](#)) All board policies are presented to the Board of Trustees in alignment with the six-year review cycle established in AP 2410. ([IV.C.5-05](#))

BP 3810 Claims Against the District addresses the process for the filing of legal claims against the district, demonstrating the Board’s responsibility for legal matters, while BP 2315 Closed Sessions provides the framework for discussing and reporting on such items during Board meetings. ([IV.C.5-06](#); [IV.C.5-07](#))

The Board’s commitment to quality and continuous improvement is expressed through BP and AP 3225 Institutional Effectiveness, which guides the District’s efforts for continuous improvement with a focus on accreditation status, fiscal viability, student performance and outcomes, and compliance with state and federal regulations. ([IV.C.5-08](#); [IV.C.5-09](#)) The District Strategic plan, whose most recent edition was approved by the Board in Fall 2021, expands upon these areas, setting four strategic priorities and three core commitments for the District to further advance the mission:

Strategic Priorities

- Access
- Communication
- Community Engagement and Partnerships
- Student Support and Engagement

Core Commitments

- Fiscal Sustainability
- Diversity, Equity, and Inclusion
- Data-Informed Decision Making

([IV.C.5-10](#))

Included within the District Strategic Plan are each College’s institutional goals, aligned with the California Community Colleges Chancellor’s Office Vision for Success, and focusing on improvement in degree and certificate awards, transfer, units to completion, employment, and income. ([IV.C.5-11](#)) The Board of Trustees is regularly provided with updates on the college’s progress toward these goals and to the Strategic Priorities and Core Commitments of the District Strategic Plan. ([IV.C.5-12](#); [IV.C.5-13](#); [IV.C.5-14](#))

Analysis and Evaluation

Board policies are in place to ensure a districtwide focus on quality, integrity and improvement of programs and services for student success. Through frequent presentations at Board meetings, retreats, and study sessions, the WHCCD regularly monitors student success and educational quality, legal matters, and financial integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All WHCCD Board Policies are publicly posted on the District’s website. ([IV.C.6-01](#)) Within this comprehensive list of policies are specific policies addressing the Board’s structure, duty, and responsibilities. Such policies include BP 2010 Board Membership, which defines the size and eligibility

criteria for membership on the WHCCD Board; BP 2015 Student Member, which establishes the inclusion of a student trustee on the Board and lists the duties and responsibilities for this position; BP2210 Officers, which defines the roles of officers for the Board of Trustees, and BP 2200 Board Duties and Responsibilities, which defines the overall responsibilities and duties of the Board of Trustees. ([IV.C.6-02](#); [IV.C.6-03](#); [IV.C.6-04](#); [IV.C.6-05](#)) Further policies in Chapter 2 of WHCCD's policies and procedures define the operating procedures of the Board, including BP 2220 Committees of the Board, BP 2330 Quorum and Voting, and BP 2310 Regular Meetings of the Board. ([IV.C.6-06](#); [IV.C.6-07](#); [IV.C.7-08](#))

Analysis and Evaluation

Board Policies and Administrative Procedures are published and publicly available on the WHCCD website and include policies specifying the operating procedures, size and structure, and responsibilities and duties of the WHCCD Board of Trustees.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

BP and AP 2410 Policy and Administrative Procedure establish the role of Board Policies and Administrative Procedures as well as the process for creation, revision, or deletion of Policies and Procedures. ([IV.C.7-01](#); [IV.C.7-02](#))

Under AP 2410, all Board Policies and Administrative Procedures are reviewed under a six-year rotating cycle based upon the date of last review by the Board of Trustees. With this cycle, all policies are reviewed by the Board, including those where no revisions are recommended by the Chancellor. The date of each Policy's most recent approval and the year of its next review are included on the District's Board Policy and Administrative Procedure website. ([IV.C.7-03](#)) Per AP 2410, at the beginning of each year the District publishes a list of all Board Policies that will be up for review in that year, and each year the Chancellor provides the Board of Trustees with an update on the status of procedure review within the six-year cycle. ([IV.C.7-04](#); [IV.C.7-05](#); [IV.C.7-06](#); [IV.C.7-07](#); [IV.C.7-08](#))

Analysis and Evaluation

BP 2410 establishes the role of Board Policies and Administrative Procedures within the District and requires that the Board regularly reviews, assesses, and revises its policies to ensure that they are effective in furthering the District's mission. The associated Administrative Procedure details the District's internal processes for the review and revision of policies on a regular six-year cycle with annual reports to ensure that the Board and District administration are adhering to this schedule.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

BP 3225 Institutional Effectiveness lays out the Board's and District's commitment to institutional effectiveness, and the accompanying Administrative Procedure notes that the District shall address goals related to student performance and outcomes. ([IV.C.8-01](#); [IV.C.8-02](#))

The Board of Trustees approves, for both West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL), goals for student achievement aligned to the California Community Colleges Chancellor's Office Vision for Success. ([IV.C.8-03](#); [IV.C.8-04](#); [IV.C.8-05](#)) The goals of the Vision for Success focus on the following student outcomes: (1) completion of degrees and certificates, (2) transfer to four-year institutions, (3) lowering time to completion, (4) preparing students for employment, and (5) reducing equity gaps.

These goals and tracking of annual progress are integrated into WHCCD's District Strategic Plan, the most recent of which was adopted by the Board of Trustees in November 2021. ([IV.C.8-06](#); [IV.C.8-07](#)) Subsequently, WHCCD provides the Board of Trustees with annual updates on the College- and District-level Vision for Success Goals. ([IV.C.8-08](#); [IV.C.8-09](#))

In keeping with the focus on Diversity, Equity, and Inclusion as a measure of institutional effectiveness, the Board of Trustees was presented with a preliminary look at the Colleges' Student Equity and Achievement Plans, which focused on improving student success for disproportionately impacted student populations and building on the Student Equity and Achievement Plans approved by the Board three years prior. ([IV.C.8-10](#))

Analysis and Evaluation

The Board of Trustees receives regular updates on student performance data and institutional plans and efforts to improve student learning and achievement. These reports are aligned to the WHCCD Mission through the District's Strategic Plan and its goals for student success.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

BP 2740 Board Education establishes the Board of Trustees' commitment to education, training, and orientation for its Trustees, including new trustee orientation, board retreats, and study sessions. ([IV.C.9-01](#)) Typically, two Board Study Sessions and Board Retreats are held annually. ([IV.C.9-02](#)) In accordance with this policy, new trustees are provided with a comprehensive orientation, with the most recent example being Dr. Crystal Jackson, who was seated as a new member of the WHCCD Board of Trustees in December 2020. ([IV.C.9-03](#))

To provide for an experienced Board with continuity of leadership, Board terms are set at four years by BP2100 and are staggered "so that, as nearly as practical, one half of the trustees shall be elected in each trustee election". ([IV.C.9-04](#))

Analysis and Evaluation

Through its Board Policies, the WHCCD Board has established mechanisms for the onboarding of new Board members and for the ongoing development and education of all Trustees. Board Policy establishes the terms of Board members and ensures for the continuity of experience and leadership on the Board by staggering the terms of Board members.

- 10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full**

participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

BP 2745 Board Self-Evaluation states that the WHCCD “Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning”. ([IV.C.10-01](#)) Per this policy, the Board of Trustees conducts a self-evaluation each year during its annual Board Retreat. ([IV.C.10-02](#); [IV.C.10-03](#); [IV.C.10-04](#)) The discussion around the self-evaluation is captured and made public through the meeting minutes for annual Board Retreats, and the self-evaluation results are made available to the public on the District’s website. ([IV.C.10-05](#); [IV.C.10-06](#); [IV.C.10-07](#); [IV.C.10-08](#))

Analysis and Evaluation

The WHCCD Board of Trustees has established policies guiding the process and purpose of Board self-evaluation and has consistently followed this process over the years. Through this process, the Board assesses a variety of critical dimensions of its own performance, including Board communication, understanding of individuals’ roles and duties as a trustee, and overall effectiveness in leading the District. The results of the Board’s self-evaluation are publicly posted on the District website.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The code of ethics and conflict of interest policy for the WHCCD Board of Trustees is published in BP 2715 Code of Ethics/Standards of Practice and Board Policy and AP 2710 Conflict of Interest. ([IV.C.11-01](#); [IV.C.11-02](#)) BP 2715 includes the Board’s code of ethics as well as examples of violations of this code and the consequences of violations, while AP 2710 requires board members to file statements of financial interest with the District.

Actions by individual Board members demonstrate that the Board complies with the District’s policy on Board conflict of interest as evidenced by minutes from Board Meetings reflecting instances wherein a Trustee recused themselves from discussion and voting on items due to a conflict of interest in accordance with the policies and administrative procedure noted above. ([IV.C.11-03](#); [IV.C.11-04](#))

Analysis and Evaluation

The Board has established policies governing the behavior and conduct of its Trustees, including policies on a Trustee code of ethics and conflicts of interest. These policies address expected conduct and the process for investigating potential violations and the consequences for them. Regular filings of disclosure statements by Board members work to ensure that the Board is operating transparently and consistently with these policies. The conduct of Board members has been consistent with these policies.

12. The governing board delegates full responsibility and authority to the CEO to implement and

administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

In BP 2430 Delegation of Authority to Chancellor, “the Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action”. ([IV.C.12-01](#)) This policy gives the Chancellor the authority to interpret Board policy and serve as the professional advisor to the Board on the development of policy. It also requires the Chancellor to provide reports to the Board in line with policy and Board requests.

The Chancellor is held accountable to the Board of Trustees through the Chancellor evaluation process as defined in BP and AP 2435 Evaluation of the Chancellor. At a minimum, the Chancellor is to be evaluated once per year with institutional effectiveness and the accomplishment of annual priorities and objectives included as criteria for the evaluation. ([IV.C.12-02](#); [IV.C.12-03](#)) Board minutes for the past several years demonstrate that the District has maintained this practice of regular evaluation of the Chancellor. ([IV.C.12-04](#); [IV.C.12-05](#); [IV.C.12-06](#); [IV.C.12-07](#))

Analysis and Evaluation

Board policies are in place delegating the administrative responsibility of WHCCD to the Chancellor and granting the Chancellor the authority to interpret and execute Board policy. The Chancellor is held accountable for these roles and responsibilities through annual evaluations conducted by the Board of Trustees.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

BP 3200 Accreditation calls for the Chancellor to inform the Board of accreditation status; involve the Board in accreditation processes, as required; and provide accreditation reports, responses, and summaries to the Board. ([IV.C.13-01](#)) In accordance with this policy, the District has regularly provided the Board of Trustees with reports and information about the accreditation process and the District’s status, including training conducted by ACCJC in January of 2022, wherein the ACCJC liaison to the District discussed the role of the Board of Trustees in Accreditation and provided the Board with related resources including the ACCJC Guide to Accreditation for Governing Boards. ([IV.C.13-02](#); [IV.C.13-03](#); [IV.C.13-04](#); [IV.C.13-05](#); [IV.C.13-06](#))

Additionally, during its January 2023 retreat, the Board of Trustees were engaged in reviewing and providing input on the District’s ISER draft for Accreditation Standard IV.C Governing Board as well as further review of the ISER process, timelines, Eligibility Standards and ACCJC policies. ([IV.C.13-07](#)) Subsequently, in accordance with AP 3200 Accreditation, the Board of Trustees reviewed and approved the College Institutional Self Evaluation Reports prior to submission to ACCJC ([IV.C.13-08](#); [IV.C.13-09](#))

Analysis and Evaluation

The WHCCD Board of Trustees has been consistently engaged in and informed of the District status and ongoing work in relation to accreditation. The Board exercises its authority in relation to institutional

quality and accreditation by providing appropriate input on the accreditation standards that are relevant to its functions and acts as the final approver for Colleges' reports to ACCJC.

Conclusions on Standard IV.C: Governing Board

The West Hills Community College District Board of Trustees has authority and responsibility over matters of policy within the District and has exercised this responsibility by developing a comprehensive set of Board Policies, which are regularly reviewed and are posted publicly on the District website. Among these policies are those defining the role of the Board of Trustees, as well as the responsibilities of the Board as they pertain to monitoring educational quality, hiring and evaluating the Chancellor, and ensuring ethical behavior by members of the Board. The district has established opportunities and processes for training and education of new and existing board members, and the Board of Trustees is regularly informed of data related to student achievement, and of the District's activities and status around accreditation.

Improvement Plan(s)

None

Evidence List

[IV.C.1-01](#) BP2200
[IV.C.1-02](#) AP-BP_Ch3_web
[IV.C.1-03](#) AP-BP_Ch4_web
[IV.C.1-04](#) AP-BP_Ch5_web
[IV.C.1-05](#) AP-BP_Ch6_web
[IV.C.1-06](#) BP2410
[IV.C.1-07](#) AP2410
[IV.C.1-08](#) AP-BP_web
[IV.C.2-01](#) BP2715
[IV.C.3-01](#) BP2431
[IV.C.3-02](#) AP2431
[IV.C.3-03](#) SeekChcllr_Broch_Web
[IV.C.3-04](#) Chncllr_ScreenCommList
[IV.C.3-05](#) BP2435
[IV.C.3-06](#) AP2435
[IV.C.3-07](#) BoT_Mins_6.2019
[IV.C.3-08](#) BoT_Mins_6.2020
[IV.C.3-09](#) BoT_Mins_2.2021
[IV.C.3-10](#) BoT_Mins_6.2022
[IV.C.4-01](#) BP2010
[IV.C.4-02](#) BP2200
[IV.C.4-03](#) BP2710
[IV.C.4-04](#) AP2710
[IV.C.4-05](#) BP2715
[IV.C.4-06](#) BP2716
[IV.C.5-01](#) BP1200
[IV.C.5-02](#) BP2200
[IV.C.5-03](#) BP2410

[IV.C.5-04](#) AP2410
[IV.C.5-05](#) BoT_Mins_PlcyPrcdrRev_5.17.22
[IV.C.5-06](#) BP3810
[IV.C.5-07](#) BP2315
[IV.C.5-08](#) BP3225
[IV.C.5-09](#) AP3225
[IV.C.5-10](#) WHCCD_StratPlan_2021-26
[IV.C.5-11](#) StratPlan_VFSGoals_6.2022
[IV.C.5-12](#) BoT_Mins_VFS_6.28.22
[IV.C.5-13](#) BoT_Mins_FisclStab_1.28.22
[IV.C.5-14](#) StratPlan_Ovrvw_FisclStab
[IV.C.6-01](#) AP-BP_web
[IV.C.6-02](#) BP2010
[IV.C.6-03](#) BP2015
[IV.C.6-04](#) BP2210
[IV.C.6-05](#) BP2200
[IV.C.6-06](#) BP2220
[IV.C.6-07](#) BP2330
[IV.C.7-08](#) BP2310
[IV.C.7-01](#) BP2410
[IV.C.7-02](#) AP2410
[IV.C.7-03](#) AP-BP_web
[IV.C.7-04](#) AP_MasterRvwSched
[IV.C.7-05](#) BP_MasterRvwSched
[IV.C.7-06](#) BoTRetreat_Mins_1.29.21
[IV.C.7-07](#) BoTRetreat_Mins_1.28.21
[IV.C.7-08](#) BP-AP_AnnlUpdtSlides_1.2021
[IV.C.8-01](#) BP3225
[IV.C.8-02](#) AP3225
[IV.C.8-03](#) BoT_Mins_VFSGoals_5.2019
[IV.C.8-04](#) WHCC_VFSGoals
[IV.C.8-05](#) WHCL_VFSGoals
[IV.C.8-06](#) BoT_Mins_StratPlan_11.2021
[IV.C.8-07](#) WHCCD_StratPlan_2021-26
[IV.C.8-08](#) StratPlanUpdt_VFSGoals_6.2022
[IV.C.8-09](#) BoT_Mins_VFSPrsntn_6.28.22
[IV.C.8-10](#) SEA_ProgUpdt_10.2022
[IV.C.9-01](#) BP2740
[IV.C.9-02](#) BoT_MtgSched_2022-23_web
[IV.C.9-03](#) NewTrusteeOrientMtg
[IV.C.9-04](#) BP2100
[IV.C.10-01](#) BP2745
[IV.C.10-02](#) BoTRetreat_Mins_1.2020
[IV.C.10-03](#) BoTRetreat_Mins_1.2021
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[IV.C.10-05](#) BoT_SelfEvalRslts_2019
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[IV.C.10-07](#) BoT_SelfEvalRslts_2021

[IV.C.10-08](#) BoT_SelfEvalRslts_web
[IV.C.11-01](#) BP2715
[IV.C.11-02](#) AP2710
[IV.C.11-03](#) BoT_Mins_AbstVt_11.17.20
[IV.C.11-04](#) BoT_Mins_AbstVt_11.21.21
[IV.C.12-01](#) BP2430
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[IV.C.12-04](#) BoT_Mins_6.2019
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[IV.C.13-02](#) BoT_Mins_1.28.22
[IV.C.13-03](#) BoT_Training_1.2022
[IV.C.13-04](#) Guide-Accred-GovBrds
[IV.C.13-05](#) BoT_Mins_9.27.22
[IV.C.13-06](#) StratPlan-Accred_Prsntrn_9.27.22
[IV.C.13-07](#) BoTRetreat_Agnda_1.28.22
[IV.C.13-08](#) AP3200
[IV.C.13-09](#) BOT Mins of ISER Board Approval

D. Multi-College Districts or Systems

- 1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

Evidence of Meeting the Standard

The District Chancellor has issued regular communications to all employees Districtwide, focusing on various strategic and tactical issues, including such topics as Covid-19 contact tracing and testing, strategic planning, and student equity efforts. ([IV.D.1-01](#); [IV.D.1-02](#); [IV.D.1-03](#)) During start-of-the-semester professional development presentations, the Chancellor presents a State of the District to faculty and staff in attendance, highlighting the District updates such as the District's approved Strategic Plan and pointing to areas of focus for the District in alignment with that plan. ([IV.D.1-04](#))

This focus on leadership and communication stems from the Board approved job description for the WHCCD Chancellor, which, among many other areas direct that "the Chancellor provides direction for the professional and leadership development of the District with a focus on teaching, counseling effectiveness, student access, and student success". ([IV.D.1-05](#)) Additionally, BP 2430 Delegation of Authority to Chancellor delegates executive responsibility to the Chancellor and gives the Chancellor authority to further delegate powers and duties. ([IV.D.1-06](#))

Authority and leadership roles within the District are further defined within the District’s Board-approved organizational charts, job descriptions, and through BP and AP 6100 and BP and AP 7110 pertaining to the delegation of authority to Business Services and Human Resources, respectively. ([IV.D.1-07](#); [IV.D.1-08](#); [IV.D.1-09](#); [IV.D.1-10](#); [IV.D.1-11](#)) This includes the delegation of authority over the district’s two colleges to their respective presidents. ([IV.D.1-12](#))

This delineation of roles between the District and the Colleges is defined within the District Function Map. ([IV.D.1-13](#)) This document was most recently reviewed and revised, with feedback from College and District department leads, during the Spring 2022 semester. Once reviewed by Chancellor’s Executive Cabinet (CEC), the revised function map was shared with constituency groups via the primary College- and District-level governance committees (Planning and Governance Council at West Hills College Lemoore, College Council at West Hills College Coalinga, and District Leadership Council for the district as a whole). ([IV.D.1-14](#); [IV.D.1-15](#); [IV.D.1-16](#))

Analysis and Evaluation

The WHCCD Board of Trustees has delegated authority to the District Chancellor, Dr. Kristin Clark, including the role to communicate and promote academic excellence in all areas. Authority is further delegated to the Presidents of the two colleges within the District—WHCC and WHCL—via Board-approved job descriptions and organizational charts. At an operational level, the District Function Map defines the delineation of roles and functions between the District Office and the colleges, and these delineations are communicated to constituency groups through the College and District participatory governance structures.

- 2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

Evidence of Meeting the Standard

The District Function Map is the primary means by which the WHCCD Chancellor delineates, documents, and communicates the operational responsibilities and functions carried out by the District Office and the Colleges. The current format for the District Function Map was introduced in October 2018, and it was most recently updated in May of 2022. ([IV.D.2-01](#)) In the most recent round of revisions, edits were proposed by District and College staff, and the final draft Function Map was shared to both District Leadership Council and to College Council at WHCC and Planning and Governance Council at WHCL. ([IV.D.2-02](#); [IV.D.2-03](#); [IV.D.2-04](#)) These meetings feature broad constituency representation (administrators, faculty, staff, and students), ensuring that the Function Map is shared broadly within the District. Under the new District Governance Manual, introduced in May 2022, District Leadership Council is set to review and update the District Function Map during the spring semester of even-numbered years. ([IV.D.2-05](#))

Several district functions are centralized at the WHCCD District Office, namely Human Resources, Business Services, Information Technology, Institutional Research and Planning, and Marketing, with the accreditation functions related to Human Resources (Standard III.A), Business Services (Standard III.D),

and Information Technology (Standard III.C) handled by the District Office. The District Function Map makes specific references to accreditation standards in these areas and where they are covered by the district, college, or by both in some cases ([IV.D.2-06](#))

The District's role in supporting key college functions is reflected in the function map. For example, the Institutional Effectiveness section of the function map lists the development of college-level Education Master Plans and Strategic Plans are identified as college processes. The most recent round of Education Master Planning aligns with this in that the development of these plans centered at the Colleges with the District playing a support role. ([IV.D.2-07](#); [IV.D.2-08](#); [IV.D.2-09](#)) Throughout this divided College/District role for Institutional Evaluation and Planning, the District Director of Accreditation, Research, Institutional Effectiveness, and Planning maintains involvement through a variety of support roles to facilitate planning and evaluation. This includes regularly attending participatory governance meetings at both colleges and providing data and analytic support to the colleges. ([IV.D.2-10](#); [IV.D.2-11](#))

The District's role in resource allocation is outlined in BP and AP 6200 Budget Preparation and Resource Allocation as well as the District Governance Manual. ([IV.D.2-12](#); [IV.D.2-13](#); [IV.D.2-14](#)) Initial resource requests originate at the District's two colleges through their own internal Program Review and Budget Allocation processes, while resource requests from District departments are similarly derived from the District Program Review process. ([IV.D.2-15](#); [IV.D.2-16](#); [IV.D.2-17](#)) At that stage, all requests, except full-time faculty hiring requests, are received at CEC in the Spring, and prioritized for funding by the Cabinet, based on a set rubric ([IV.D.2-18](#)) Subsequently, these ranked requests will or will not be funded and integrated into the annual budget, depending on available resources for the upcoming year. At the close of this process, the funding status of requested items is shared both by the Colleges, regarding their funding lists, as well as for the District as a whole. ([IV.D.2-19](#))

District services are evaluated through the District program review process outlined in the District Governance Manual. ([IV.D.2-20](#)) In 2021-22, the WHCCD re-worked its District Program Review process, establishing the one outlined in the current District Governance Manual. As part of this process, the District Services Evaluation Survey is run annually, with each District department or program establishing a set of survey questions to evaluate effectiveness and satisfaction. ([IV.D.2-21](#)) Those survey results are integrated into each Program Review through a combination of Administrative Unit Outcomes assessment or simply as elements of the Program Review narrative. ([IV.D.2-22](#); [IV.D.2-23](#))

Analysis and Evaluation

Through the District Function Map, the Chancellor defines the delineation of operational roles and functions between the Colleges and the District Office. The Function Map is regularly reviewed, updated, and disseminated throughout the district. WHCCD is structured with several functions centralized at the District Office; these are identified within the District Function Map, as are the accreditation responsibilities relative to these functions. These centralized District functions are designed to support the missions of the Colleges and are assessed for effectiveness through the District Program Review process, which includes broad constituent feedback via the District Services Evaluation Survey.

- 3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

Evidence of Meeting the Standard

BP and AP 6200 Budget Preparation and Resource Allocation define how funds are distributed between the Colleges and the overall process for budget development and cost sharing between the District and Colleges. ([IV.D.3-01](#); [IV.D.3-02](#))

The District Governance Manual lays out the timeline for budget development at the District level, including the timing and process for ranking of resource requests received by both Colleges and District departments. ([IV.D.3-03](#)) These resources are ranked in the CEC by the full District executive team, which includes both District and College leadership. Ranked requests are then included in the next year's budget based on available resources. ([IV.D.3-04](#); [IV.D.3-05](#))

The Chancellor ensures effective control over expenditures by delegating authority over fiscal matters to the Vice Chancellor of Business Services and through oversight of that function both via CEC and through regular meetings with the Vice Chancellor. ([IV.D.3-06](#); [IV.D.3-07](#); [IV.D.3-08](#)) Audits are conducted annually with results presented publicly to the Board of Trustees. ([IV.D.3-09](#); [IV.D.3-10](#))

Under the Chancellor's leadership, the Business Office has made sweeping changes and updates to its internal fiscal processes and documentation, with mandatory business services training for all managers and administrative support staff during June of 2022. ([IV.D.3-11](#); [IV.D.3-12](#)) Invitations to these training sessions came directly from the Chancellor, indicating the elevated level of support and oversight of these functions.

Analysis and Evaluation

WHCCD has policies, procedures, and processes in place for resource allocation throughout the District, considering requests from College and District units as each year's budget is developed. The Chancellor shows high leadership in support of fiscal sustainability and integrity through delegation to the Vice Chancellor of Business Services and by directly supporting Districtwide training for fiscal processes.

- 4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

Evidence of Meeting the Standard

Board Policy 2430 Delegation of Authority to Chancellor delegates executive responsibilities to the District Chancellor and further empowers the Chancellor to delegate power and duties, including the administration of colleges and centers. ([IV.D.4-01](#)) Additionally, BP and AP 3100 Organizational Structure expand upon this delegation, allowing the Chancellor to delineate lines of authority and reporting via the District's organizational charts, which are subject to Board approval. ([IV.D.4-02](#); [IV.D.4-03](#); [IV.D.4-04](#)) These organizational charts were most recently approved by the WHCCD Board of Trustees at its July 26, 2022 meeting. ([IV.D.4-05](#))

Detailed duties of the College presidents are enumerated within the Board-approved College President job description. ([IV.D.4-06](#)) The College Presidents of both WHCC and WHCL are present during meetings of the Board of Trustees and provide the Board with monthly reports during each Board meeting. ([IV.D.4-07](#); [IV.D.4-08](#)) Additionally, the College Presidents are included as members of the CEC, as defined in the

District Governance Manual (DGM) and within the President job descriptions. ([IV.D.4-09](#)) CEC meets monthly to discuss districtwide matters including policy, enrollment, budget.

The College Presidents are evaluated by the Chancellor and are held accountable for their performance and for the operations of their College through the administrative evaluation process established in AP 7150 Evaluation. ([IV.D.4-10](#)) Most recently, the Chancellor has integrated surveys into the evaluation process for the District's Executive Team, including College Presidents, providing all constituents of the Presidents' College an opportunity to provide input on several aspects of the College President's work and leadership. ([IV.D.4-11](#))

Analysis and Evaluation

Full authority and responsibility for the Colleges are delegated to the College Presidents, and the Presidents are held accountable for the operation of their respective Colleges through the District's standard procedure for administrative evaluations.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

At its core, the WHCCD District Strategic Plan was built around the Vision for Success from the California Community Colleges Chancellor's Office with goals set at the College level through the College shared governance processes. Under the Vision for Success, the Colleges set goals directly aligned to their missions, focusing on degree and certification, transfer, units to degree, employment, and equity. ([IV.D.5-01](#)) At the same time, these Vision for Success Goals also form the basis for the strategic plans of both WHCC and WHCL, thus providing a common link in the planning and evaluation of the district and college plans. ([IV.D.5-02](#); [IV.D.5-03](#)) These are integrated into the District Strategic Plan as its Key Performance Indicators and are reported to the Board of Trustees at the college level, thus tying the goals of the District Strategic Plan to college-level data on student achievement ([IV.D.5-04](#))

District operations are tied to College planning and goals via the District Program Review Process. ([IV.D.5-05](#)) In this process, each District department is given the opportunity to connect its goals to those of the District and the Colleges. ([IV.D.5-06](#)) Resource requests from each program review are then mapped to these goals. ([IV.D.5-07](#)) When it comes time for Districtwide Budget Prioritization, resource requests from the District Program Review process are forwarded to CEC where they are ranked by CEC alongside resource requests from the Colleges. ([IV.D.5-08](#)) This provides the District Executive Team with a complete view of resource requests Districtwide and the opportunity to combine requests and leverage resources to better support all parties involved. ([IV.D.5-09](#))

An example of this came in the ranking process to prepare resource requests for the 2022-23 budget. During the review process, CEC found that the District IT department requested a new Technical Support Specialist position while WHCC requested a part-time Media Technology Specialist. Recognizing the needs for both positions to support classroom technology and student learning, particularly at the newly constructed Firebaugh Center, it was determined that these two positions could be combined into a single new Technical Support/Media Specialist position to add IT technical support capacity Districtwide, while also directly supporting instructional technology at the Firebaugh Center. ([IV.D.5-10](#))

After the initial round of the updated District Program Review process that was introduced in 2021-22, the District Office managers involved in District Program Review met to discuss the process and improvements. Based on this discussion as well as feedback received from the Colleges, it was decided to add a question to the District Services Evaluation Survey asking the degree to which each department supports the Colleges' mission and goals. This survey is used then used to inform program assessment, goals, and administrative unit outcomes. ([IV.D.5-11](#); [IV.D.5-12](#); [IV.D.5-13](#))

Analysis and Evaluation

Based upon the California Community Colleges Vision for Success and the District Strategic Plan, District evaluation and planning at WHCCD are built to support the operations of the Colleges and their needs to support student success. This includes the District Program Review process, which integrates with College-level planning and resource allocation, and which continues to evolve to better support the colleges and their missions.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

WHCCD's District Strategic Plan for 2021-2026 lays out the District's focus on four core commitments, one of which is Communication, with the District identifying communication as key to both operations and student success:

“Our success as a district depends on how well we can communicate with our students, our community, and among ourselves. WHCCD will strengthen and establish these lines of communication, focusing especially on reaching and listening to our employees and to our diverse student population.” ([IV.D.6-01](#))

The Chancellor has issued a series of regular communications to all employees Districtwide, including topic-specific communications such as budget updates, as well as periodic newsletters focusing on a variety of district-focused topics including District governance, new employee announcements, and ongoing district initiatives. ([IV.D.6-02](#); [IV.D.6-03](#))

Changes to Board policy originate in the District, but all policies are routed through the Colleges for review within their individual governance processes. ([IV.D.6-04](#); [IV.D.6-05](#)) Depending on the nature of the Board Policy and/or Academic Procedure, this may be review targeted at one or more specific constituencies, such as the Academic Senates for academic matters, or may come to the Colleges as a “courtesy review.” This keeps all constituencies throughout the District informed of pending reviews and revisions to Board policies and procedures while also providing these groups with an opportunity to review and comment upon policy revisions, even if they may be outside of their general areas of responsibility or influence. ([IV.D.6-06](#); [IV.D.6-07](#))

The District Governance Manual describes all district-level committees and includes a section on transparency and communication reiterating the District's commitment to transparency and communication and noting that all meetings are open to members of all campus constituencies. District committee makeup varies but includes representatives from the District Office and the Colleges. Notable examples of District-level committees that facilitate communication include CEC, where the District and College Executive Team comes together. Another example is the newly formed Joint Voice Presidents Committee (JVPC), led by the Associate Vice Chancellor of Education and

Student Services, wherein the four College vice presidents are brought together with a focus on addressing pressing issues related to local, state, and federal policy. ([IV.D.6-08](#))

The District's myWestHills intranet site (often referred to as "the portal") houses numerous resources for communication between the District and the Colleges. The District site includes sub-sites for many centralized services, including Human Resources, the Business Office, and Marketing, and allows these departments to publish Districtwide communications to all employees about important deadlines, policy changes, trainings, etc. ([IV.D.6-09](#); [IV.D.6-10](#))

Analysis and Evaluation

WHCCD has numerous avenues and mechanisms for communication to and between the District Office and the Colleges. Communication is included as one of four core commitments in the District Strategic Plan, and the Chancellor's newsletters regularly inform all college constituencies about a variety of topics including day to day operations, initiatives, and participatory governance processes. Proposed changes to Board Policies and Administrative Procedures are distributed and communicated widely through both the College and District participatory governance processes. The District Governance Manual is the formal document outlining District-level participatory governance processes and includes both decision-making and communication-focused committees, all bringing together college and District Office representatives to ensure smooth and timely collaboration and communication between sites.

- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

On a biennial basis, the District fields the District Committee Communication and Effectiveness Survey to all governance committees at both the College and District level. ([IV.D.7-01](#); [IV.D.7-02](#)) To ensure timely review and robust dialog in future cycles across all District committees, this survey has now been integrated into the routine committee activities listed in the District Governance Manual. Under this new schedule, the survey will run, and results will be reviewed by all District Office committees during the spring term of odd-numbered years. ([IV.D.7-03](#)) Furthermore, results of this survey are presented in a public data dashboard, where employees and other visitors to the District website can view the results for a specific committee or aggregated for all committees at a location (Coalinga, Lemoore, or District). ([IV.D.7-04](#))

Similarly, evaluation of the District Function Map is also now embedded in the District Governance Manual. The Function Map, which details how and where responsibilities are shared and/or divided between the District and Colleges, is set to be reviewed during the spring semester of even numbered years. ([IV.D.7-05](#)) In addition to review in District Leadership Council, the District Function Map is reviewed within CEC, at college governance committee meetings, and during one-on-one meetings with members of the administrative team to ensure that any recent changes to role delineations are correctly represented and to surface any potential areas for further discussion or potential reorganization. ([IV.D.7-06](#); [IV.D.7-07](#); [IV.D.7-08](#))

The District Program Review process has also developed and improved over the past couple of years.

Following the reinvigoration of this process in 2021-22, at the close of the first cycle, the District management team (all program review completers at the District Office), met to debrief and reflect on the District Program Review process and decided to add a question to the District Services Evaluation Survey for all programs, asking whether each program/department effectively supports each College's mission and goals. ([IV.D.7-09](#)) Additionally, College governance committees were given the opportunity to suggest changes or improvements to the District Program Review process at the time when all program reviews were presented at WHCC's College Council and WHCL's Planning and Governance Council. ([IV.D.7-10](#); [IV.D.7-11](#))

Analysis and Evaluation

Under the leadership of the Chancellor and based on the District Governance Manual, the District has a system of evaluation for its governance committees and processes, administrative units, and delineation of roles. Results of evaluation are communicated broadly via data dashboards and through the established participatory governance structure of the district and its colleges.

While the Committee Communication and Effectiveness Survey was fielded in Spring 2021, results were not reviewed in District committees due to leadership transitions within the District as well as the pressing demands of returning to in-person operations following the disruptions and remote operations result from the Covid-19 pandemic.

Conclusions on Standard IV.D: Multi-College Districts or Systems

West Hills College Lemoore is one of two colleges operating in the West Hills Community College District. The District provides support and leadership to the colleges, and is overseen by the Chancellor who is appointed by the District Board of Trustees. Through the District Function Map, and organizational charts, the District clearly delineates the roles and responsibilities of staff and department between the District office and colleges and the District Chancellor (CEO) delegates full responsibility over West Hills College Lemoore to the College President. The District's process for resource allocation is defined and outlined in the District Governance Manual, and takes into consideration the input from college and district departments to ensure that operational units have adequate resources while at the same time maximizing efficiency. Through the District Strategic Plan and District Program Review, planning and evaluation at the district level are tied to college planning, resource allocation, and key performance indicators. Communication is one of the four core commitments in the District Strategic Plan, with the Chancellor leading by example through regular communications to the college community and through a focus on process and the sustainability of District-level participatory governance, which is evaluated on a regular basis as defined in the District Governance Manual.

Improvement Plan(s)

None

Evidence List

[IV.D.1-01](#) ChncllrsUpdt_10.2021

[IV.D.1-02](#) ChncllrsUpdt_2.2021

[IV.D.1-03](#) ChncllrsUpdt_5.2022

[IV.D.1-04](#) PDDay_State-Dstrct_SP2022

[IV.D.1-05](#) JobDescr_WHCCD.Chncllr

[IV.D.1-06](#) BP2430
[IV.D.1-07](#) WHCCD_OrgCharts
[IV.D.1-08](#) BP6100
[IV.D.1-09](#) AP6100
[IV.D.1-10](#) BP7110
[IV.D.1-11](#) AP7110
[IV.D.1-12](#) JobDescr_CampusPres
[IV.D.1-13](#) WHCCD_FuncMap
[IV.D.1-14](#) PGC_Mins_4.27.22
[IV.D.1-15](#) CC_Mins_4.8.22
[IV.D.1-16](#) DLC_Mins_5.11.22
[IV.D.2-01](#) WHCCD_FuncMap
[IV.D.2-02](#) CC_Mins_4.8.22
[IV.D.2-03](#) PGC_Mins_4.27.22
[IV.D.2-04](#) DLC_Mins_5.11.22
[IV.D.2-05](#) DGM_FuncMapRvw_p14
[IV.D.2-06](#) WHCCD_FuncMap_ACCJCStand
[IV.D.2-07](#) EMP_Timeline
[IV.D.2-08](#) EMP_LmrKickoffMtg_Notes_5.12.22
[IV.D.2-09](#) EMP_LmrKickoff_Prsntn_5.12.22
[IV.D.2-10](#) IESSC.Mins_12.8.22_ARIEP.Rprt
[IV.D.2-11](#) IEAC_Mins_1.27.23
[IV.D.2-12](#) BP6200
[IV.D.2-13](#) AP6200
[IV.D.2-14](#) DGM_ResrcAlloc_p6-7
[IV.D.2-15](#) WHCC_BdgtAllocList_23-24
[IV.D.2-16](#) WHCL_BdgtAllocLists_23-24_ALL
[IV.D.2-17](#) WHCCD_BdgtAllocList_23-24
[IV.D.2-18](#) CEC_ResrcAlloc_Rubric
[IV.D.2-19](#) WHCCD_ResrcAllocSumm_23-24
[IV.D.2-20](#) DGM_PR_p8-9
[IV.D.2-21](#) DistSvcsEvalSrvy_2021
[IV.D.2-22](#) PR_HR_2021
[IV.D.2-23](#) PR_Grants_2021
[IV.D.3-01](#) BP6200
[IV.D.3-02](#) AP6200
[IV.D.3-03](#) DGM_BdgtDevCalndr_p6
[IV.D.3-04](#) CEC.Mins_BudgAlloc_22-23
[IV.D.3-05](#) ResrcAllocReqList_2022-23
[IV.D.3-06](#) BP6100
[IV.D.3-07](#) AP6100
[IV.D.3-08](#) DGM_CEC_p20
[IV.D.3-09](#) BoT.Agnda_5.2021_Audit
[IV.D.3-10](#) BoT.Agnda_8.2022_Audit
[IV.D.3-11](#) BO_Traing_Invite_2022_email
[IV.D.3-12](#) BO_Traing_Agnda_2022
[IV.D.4-01](#) BP2430

[IV.D.4-02](#) BP3100
[IV.D.4-03](#) AP3100
[IV.D.4-04](#) WHCCD_OrgCharts
[IV.D.4-05](#) BoT_Mins_OrgChrtApprvl_7.26.22
[IV.D.4-06](#) JobDescr_CampusPres
[IV.D.4-07](#) BOT.Agnda_WHCCPres.Rprt_2.2023
[IV.D.4-08](#) BOT.Agnda_WHCLPres.Rprt_2.2023
[IV.D.4-09](#) DGM-CEC.Mmbrshp_p20
[IV.D.4-10](#) AP7150
[IV.D.4-11](#) WHCLPres.Eval_SrvyInstrmt_2022
[IV.D.5-01](#) StratPlan_VFSGoals_6.2022
[IV.D.5-02](#) WHCL_StratPlan_2021-26
[IV.D.5-03](#) WHCC_StratPlan_2021-26
[IV.D.5-04](#) WHCCD_StratPlan_2021-26
[IV.D.5-05](#) DGM_PR_Goals-Miss_p8-9
[IV.D.5-06](#) PR_Grants_2021
[IV.D.5-07](#) PR_Grants_2021_ResrcReqs
[IV.D.5-08](#) CEC_BdgtAllocRanks_22-23
[IV.D.5-09](#) ResrcAllocReqList_2022-23
[IV.D.5-10](#) CEC.Agnda_5.3.22_BdgtAug_TechSS
[IV.D.5-11](#) DPR.DebProclmprvmt.Notes_2.3.22
[IV.D.5-12](#) DPR_KickoffPres_10.2022
[IV.D.5-13](#) DSE_FA2022
[IV.D.6-01](#) WHCCD_StratPlan_2021-26
[IV.D.6-02](#) ChcllrsUpdt_10.2021
[IV.D.6-03](#) ChcllrsUpdt_2.2022
[IV.D.6-04](#) PGCAgnda_BP-AP.Rvw_11.23.22
[IV.D.6-05](#) CC.Mins_BP-AP.Revw_3.3.23
[IV.D.6-06](#) BP2410
[IV.D.6-07](#) AP2410
[IV.D.6-08](#) DGM_JVPC_p20-21
[IV.D.6-09](#) myWestHills_Homepage_scrnsht
[IV.D.6-10](#) BusSvcsPortalSite_scrnsht
[IV.D.7-01](#) CCES_Invt_email
[IV.D.7-02](#) CEC_Agndaltem_CCES_2019
[IV.D.7-03](#) DGM_CmmtteeAgnda_CCES
[IV.D.7-04](#) CCES_Dshbrd
[IV.D.7-05](#) DGM_DLC_FuncMap_pp13-14
[IV.D.7-06](#) CEC.Agnda_12.6.21_FuncMap
[IV.D.7-07](#) PGC.Mins_4.27.22_FuncMap
[IV.D.7-08](#) CC.Mins_4.8.23_FuncMap
[IV.D.7-09](#) DPR.DebProclmprvmt.Notes_2.3.22
[IV.D.7-10](#) CC.Agnda_5.22.23_DistPR
[IV.D.7-11](#) PGC.Agnda_5.10.22_DistPRs

I. Quality Focus Essay

Project #1: Pathways 2.0 for Non-Traditional Students

Introduction and Rationale

The Educational Master Plan that the college finalized in December 2022 had three primary focus areas which were designated for the next decade: (1) Serving and Supporting the Community (2) Growing Enrollment (3) Effective and Engaging Pathways. Within these sections the non-traditional or adult population (24+) was identified as a group where concentrated efforts will be placed for student learning and achievement.

Pathways 2.0 is a project focused on providing pathways that includes innovative approaches to (1) identifying non-traditional student populations (2) recruiting non-traditional student populations (3) providing innovative instructional programs and pathways for non-traditional students (4) providing innovative approaches to student support for non-traditional students. The college has implemented a Guided Pathways approach that includes course scheduling and sequencing for full-time, traditional students who have a goal of completing their AA, AS, AA-T, or AS-T in two years. These pathways have helped to increase success, retention, and completion at the college; however, they are not optimal pathways our non-traditional students who need different services, different modalities, and different flexibility of schedule to be successful.

Anticipated Impact on Student Learning and Achievement

Pathways 2.0 will impact non-traditional learners at the college by providing more access and a focus on success and retention that is uniquely tailored to this population. The population includes, but is not limited to:

- Low to moderate income
- First in the family to complete college
- Age 24 or above
- From communities of color
- Attending part-time
- Taking care of children or other dependents
- Working full-time while enrolled
- Non-native English speakers
- Immigrants
- Justice-Impacted
- Active Duty/Military veterans

Outcome Measures

Across WHC Lemoore's service area, educational attainment rates are low, with 72% of the population over 25 years of age having less than an associate degree. Within the service area 9% of the population speak Spanish and no English or English not well; however, in some communities this is much higher at 10-20%. Metrics that will be utilized to evaluate the impact of this project include:

- Increase in non-traditional population enrollment rates
- Increase in success, completion, and persistence for the non-traditional population

- Increase in offerings and completion of English Language Learning (ELL) courses for adult learners
- Increase in offering and completion of Non-Credit and Skills-Based courses for non-traditional population
- Decrease in time to completion for non-traditional learners through Credit-for-Prior Learning, accelerated coursework, and reimagined pathways.

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
Develop and implement recruitment plan for non-traditional learners that extends to community and industry	VP of Student Services HOPE Director Director of Outreach and Recruitment	Current personnel, meeting space, planning time, funding for personnel identified as necessary by recruitment plan	Fall 2023
Convene district-wide workshops to systemize processes to connect contract training, not-for-credit, non-credit and Credit for Prior Learning (CPL). Topics include: Funding, technology platforms, Apprenticeship, CPL, Adult Education, and industry partnerships	Associate Vice Chancellor of Educational and Student Services VP of Student Services CTE Dean	Current personnel, meeting space, planning time	August 2023-February 2024
Develop Adult Education Center on campus through braided funding as one-stop shop for support services	VP of Educational Services VP of Student Services District Grant Directors	Identify and equip new location at college; coordination meetings	Summer/Fall 2023
Develop and launch pathways that coordinate and effectively blend not-for-credit training, non-credit courses, credit courses, and community education and integrate CPL where applicable	VP of Educational Services VP of Student Services CTE Dean Faculty	Current personnel, meeting space, planning time, PD and curriculum development stipends	Fall 2024
Increase Career Technical Education offerings for non-traditional students, including programs for	VP of Educational Services VP of Student Services CTE Dean Faculty	Current personnel, meeting space, planning time, PD and curriculum	Ongoing

English Language Learners		development stipends	
Create and launch degree completion opportunities for non-traditional transfer students	VP of Educational Services VP of Student Services CTE Dean	Current personnel, meeting space, planning time	Fall 2025
Accelerate progress and completion through credit for prior learning and increase mix of short-term trainings and longer programs (contract education, non-credit, credit	VP of Educational Services VP of Student Services CTE Dean Faculty	Current personnel, meeting space, planning time	Ongoing
Establish course offerings off-site with industry and k-12 adult education partners and/or Degree completion partnerships with 4-year university partners (online and face to face)	President VP of Educational Services VP of Student Services CTE Dean	Current personnel, meeting space, planning time	Fall 2024

Project #2: Best Practices in Authentic Assessment and Data Integration

Introduction and Rationale

West Hills College Lemoore (WHCL) has transitioned to two technology platforms for key functions related to student achievement and learning in Educational Services and Students Services. The eLumen platform is utilized for outcomes assessment, program review, curriculum, and the course catalog. The Civitas platform is used for the college’s case management approach for supporting students and provides the tools necessary for support and retention. The process for the integration of these platforms has been challenging and the college is now at a point where each of the areas is functioning consistently; however, best practices need to be established for both efficiency and effectiveness. As stated in Standard 1B, WHCL will continue to refine and assess the processes for more rigorous and consistent outcomes assessment and case management that fully leverage the power of the eLumen and Civitas platforms.

Anticipated Impact on Student Learning and Achievement

The processes that are integrated in eLumen focus heavily on student achievement and learning and are captured through CSLOs, PSLOs, SAOs, ISLOs, and program review data metrics. The processes integrated into Civitas help measure student engagement, student support, and student retention.

Outcome Measures

- Increase in percentage of courses, programs, service area, and institutional outcomes that have data integrity and are effectively mapped, assessed, and reflected upon during two-year assessment cycle for program review and outcomes
- Increase in retention and completion based on effective case management approach

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
Annual review of SLO, Curriculum, and Program Review processes through eLumen for effectiveness and efficiency	OAC Committee Co-Chairs Curriculum Committee Co-Chairs PAR Committee Chair	Current personnel, meeting space, planning time	Spring/Summer 2024 Spring/Summer 2025 Spring/Summer 2026
Implementation of coaching model in eLumen across all areas in eLumen (Outcomes, Program Review, Curriculum)	OAC Committee Co-Chairs Curriculum Committee Co-Chairs PAR Committee Chair	Current personnel, meeting space, planning time	Fall 2023-Spring 2024
Implementation of coaching model in Civitas for efficiency and effectiveness	VP of Student Services	Current personnel, meeting space, planning time	Fall 2024-Spring 2025

Implementation and ongoing analysis of Best Practices model for technology usage in eLumen	VP of Educational Services	Current personnel, meeting space, planning time	Fall 2023-Spring 2024
Implementation and ongoing analysis of Best Practices model for technology usage in Civitas	VP of Student Services	Current personnel, meeting space, planning time	Fall 2024-Spring 2025
Implementation and ongoing analysis of Best Practices model for data integrity within technology platforms	VP of Educational Services VP of Student Services Director of ARIEP Director of Information Systems	Current personnel, meeting space, planning time	Fall 2023-Spring 2025
Review of Technology Platforms to ensure quality and consistency of performance	VP of Educational Services VP of Student Services Director of ARIEP WHCL Technology Committee Director of Information Systems	Current personnel, meeting space, planning time	Spring 2025

Project #3: Initiative Creation and Flow Process

Introduction and Rationale

Student learning and achievement data is shared and discussed in multiple venues and committees at West Hills College Lemoore. While there have been many initiatives at the college that have had a direct impact on student learning and achievement, the identification of college-wide trends and implementation of college-wide initiatives based on the trends can be improved by a more systemic, integrated approach. As stated earlier in the ISER, WHCL will continue to work on refining the process to operationalize initiatives based on data and further refine the role of the data team in the governance process. To establish a more direct application of program review analysis to institutional planning and integrated effectiveness of student success, WHCL has established an Initiative Creation Process wherein trends that surface during program reviews are investigated by the Data Team (an IESSC subcommittee). The Pro-Active Student Support (PASS) Committee (an IESSC subcommittee) is tasked with developing an initiative to address the trend. If the initiative is a success, the results are presented to PGC for collegewide scaling. This process demonstrates a collaborative, systemic dedication to the improvement of programs and courses to enhance learning outcomes and achievement for students. The Initiative Creation and Flow process was created through strategic planning sessions throughout Summer 22 and the 22-23 academic year and implementation of this process will be initiated in Summer 23.

Anticipated Impact on Student Learning and Achievement

The implementation of the Initiative Creation and Flow process will institutionalize an Achieving the Dream (ATD) model that the college has utilized in the past to initiate and implement such initiatives as:

- Targeted interventions for high enrollment courses with low success rates
- Implementation of Co-Requisite Model and Supplemental Instruction for English/Math
- Open Educational Resources/ZTC pathway creation
- Professional development and training to improve success rates for online courses

The anticipated impact on student learning and/or achievement will be predicated on the selection of college-wide initiatives. Initial dialogue and data review this development year included potential college-wide initiatives in professional development and support for hybrid and flexible courses, development of pathways/programs for adult/post traditional learners, and culturally responsive teaching practices.

Outcome Measures

The measurable outcomes are contingent on the initiatives that are piloted and scaled; however, key performance indicators and timelines will be developed for each college initiative that is launched through the Initiative Creation and Flow process.

Project Action Plan

The action plan below represents the first year of what will be an ongoing cycle of implementation, assessment, and improvement for the Initiative Creation and Flow process.

Activity	Responsible Party	Resources Required	Timeline
Strategic Sessions to Identify Initiatives based on annual	College President, ATD (Achieving the Dream) Coach, President's Executive	Meeting with ATD Coach, Current personnel, meeting	Spring/Summer 2023

program reviews and strategic plans	Cabinet (PEC), Participatory Governance Co-Chairs, Faculty	space, planning time	
Collegewide Initiative 1 and 2 Identified for Process	College President, IESSC	Current personnel, meeting space, planning time	Fall 2023
Communication to College of Identified Initiatives and Implementation of Initiative Flow	College President	Current personnel, meeting space, planning time	Fall 2023
Review of Data/Intervention to determine scale and/or institutionalization of initiative	PGC, IESSC, Data Team, PASS committee, College President	Current personnel, meeting space, planning time	Spring 2024
Review process and Strategic Sessions to Identify additional Initiatives based on annual program review and strategic plans	College President, ATD (Achieving the Dream) Coach, President's Executive Cabinet (PEC), Participatory Governance Co-Chairs	Current personnel, meeting space, planning time	Spring/Summer 2024