EVALUATION REPORT

West Hills College Lemoore
Lemoore, California

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that
visited West Hills Lemoore College March 7-10, 2011

Rosa Flores Carlson, Ed. D.
Chair

West Hills Lemoore College
Visiting Team Roster
March, 2011

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SUMMARY OF EVALUATION REPORT

INSTITUTION: West Hills Community College Lemoore
DATE OF VISIT: March 7-11, 2011
TEAM CHAIR: Rosa Flores Carlson, Ed.D.
                      President, Porterville College

A comprehensive evaluation accreditation team visited West Hills College Lemoore from March 7-11, 2011 for the purpose of evaluating the institution's request to reaffirm accreditation. The team was comprised of 12 members from 11 different community colleges in California.

In preparation for the visit, the team chair attended the all-day CEO team chair training workshop on December 9, 2010 in Oakland, CA, and the team members attended an all-day training session on February 8, 2011 in Los Angeles, CA. These training workshops were conducted by the ACCJC staff and Commission materials were reviewed and studied to prepare for the visit. Team members were assigned to standards based on their current and recent community college positions in order to provide expertise in reviewing each standard. The team members were asked to review the entire self-study in general to identify questions and/or issues that had not been answered. These questions were forwarded to the team assistant for compilation and were addressed during the visit.

The team members were then asked to address the recommendations given by the previous evaluation team to determine their status and were asked to review all of the evidence for the standards to which they were assigned. The team chair and assistant worked between the team members and West Hills College staff to identify staff members, committees, meetings of interest and developed a visiting schedule for each of the team members. The Team met on Sunday evening to provide specific information and coordination of each of their standard assignments and their complete schedules.

During the visit, the team met with faculty, administrators, classified staff, and students from the main campus at Lemoore, the district office and the Lemoore Navy Air Base. Members of the team attended many committee meetings that took place during this week, including a West Hills Community College District (WHCCD) Board of Trustees meeting. An open forum was held to provide an opportunity for college constituents and community to share information and/or concerns with the team members.

The team commented that the self-study was very well organized, was easy to follow, and the document evidence was well-identified for easy access.

The team chair and assistant had met with President Don Warkentin for a pre-visit and received a guided tour of the entire campus and confirmed the logistics for the upcoming visit. College staff members went out of their way to make each member of the team felt welcomed and were at all times available to adapt to schedule changes and to provide the

specific information requested. The college staff also provided a confidential, pleasant team-room that included the use of laptops and potentially needed office supplies.

The West Hills College Lemoore campus began in 1952 when the residents of the Lemoore High School District voted to annex to the West Hills Community College District. The majority of classes were primarily offered at the Naval Air Station and at Lemoore High School between the years of 1962-1979. Kings County Center later replaced the Lemoore High School site.

As the populations of Lemoore and Hanford grew, it became evident that the existing five acre site for the Kings County Center would not have the capacity to serve the influx of students and would not accommodate future growth. A search for additional property was conducted. A local landowner donation from the Pedersen and Semas families of approximately one hundred acres was officially accepted by the West Hills Community College District Board of Trustees on September 26, 2000.

The first application request for West Hills College to be considered as a stand-alone campus started in 2002, and the first self-study report (with visit) was completed and presented to ACCJC in 2004. The college then submitted an additional accreditation report in 2006. In 2006 the WASC visitation team gave the college several recommendations, and the WASC commissioners granted full college status to West Hills College Lemoore. A Midterm Report was submitted in 2008 and a Follow-up Report was submitted in 2009, with the intention of responding to the visitation team and WASC recommendations; the 2009 Follow-up Report fully met ACCJC-WASC expectations.

West Hills Community College District (WHCCD) serves significant portions of Kings County, Fresno County, and parts of San Benito, Monterey, and Madera counties. WHCCD is a two-college district with fully accredited campuses in Coalinga and Lemoore. The North District Center, located in the community of Firebaugh, operates under the stewardship of West Hills College Coalinga. West Hills College Lemoore operates an office and classrooms at the Naval Air Station, Lemoore.

West Hills College Lemoore served 6,549 students (unduplicated) in 2009-2010, which included the students on its main campus, at the Naval Air Station, and students enrolled in online classes. This was an increase of 41% in students served during the past six years. West Hills College Lemoore generates about 55% of the district's unduplicated student headcount.

2011 JOINT DISTRICT TEAM RECOMMENDATIONS:

District Recommendation 1:
In order to increase effectiveness, the teams recommend that the district work with the colleges to clearly delineate responsibility of each district service with relationship to corresponding college services. The team further recommends that each district service needs to conduct a program review, which should include an outcomes-based assessment of its services. (Standard I.A.1, 1.B.1, III.A, IIIA.1b, IIIA.1C, IIIA.6, IV.B, 3. IV.B.3.a, IV.B.3.g)

District Recommendation 2:
In order to increase effectiveness, the teams recommend that the district work with the colleges to develop evaluation procedures for online faculty and that evaluation results be incorporated in personnel evaluations for the purpose of improving online learning. (Standard III.A.1.b, III.A.1.c)

District Recommendation 3:
To meet Standards, the teams recommend that the district and the colleges develop a Facilities Master Plan that addresses facilities preventive maintenance and adequate maintenance staffing for all facilities, as well as an equipment replacement plan that addresses the total cost of ownership for all equipment, including technology equipment. (Standard III.B.1.a, III.C.1d)

District Recommendation 4:
In order to increase effectiveness, the teams recommend that the district review its communication protocols and practices to assure ongoing, transparent, consistent, and timely communication among district participatory governance committees with corresponding college participatory committees. (Standard IV.A.1, IV.A.2a, IV.A.3, IV.A.5)

District Recommendation 5:
In order to meet Standards, the team recommends that the District office ensure the District website contain all policies and update them as prescribed in its own policies. This will keep the colleges better informed of the current District policies and facilitate the implementation of the District policies at the colleges. (Standard IV.B.1)

2011 WEST HILLS COLLEGE LEMOORE TEAM RECOMMENDATIONS:

College Recommendations for Standard II

College Recommendation 1: Student Learning Outcomes
In order to meet the Standards and to ensure that the Student Learning Outcomes Implementation Plan advances to the Proficiency stage by fall 2012, the team recommends that the college establish quality assurance measures in its revision and assessment of Student Learning Outcomes (SLO) at the course and program levels. The team further recommends that the College assess its SLO progress using the ACCJC rubric and establish ongoing authentic assessment that expands campus dialogue about teaching methods and tools that improve student learning. (II.a.1.c; II.A.2.b; II.A.2.f)

College Recommendation 2: Curriculum Review
The team recommends that the college enforce its five-year course review policy for curriculum review processes and cycles so that all curricula across the college are reviewed consistently and regularly. (II.A.2, II.A.2.a, II.A.2.c, II.A.2.e, II.A.2.f)

College Recommendation 3: Program Elimination
The team recommends that the college establish clear written policies and procedures regarding program elimination and significant changes to programs so that students can arrange to complete course requirements in a timely manner with a minimum of disruption. (II.A.6.b)

College Recommendation 4: Library and Learning Support Services
The team recommends that the college allocate sufficient funds for library materials, resources, and services to support student learning. The college should ensure that the quantity, currency, depth, and variety of materials, resources, and services support educational offerings, regardless of location or means of delivery. (II.C.1; II.C.1.a)

College Recommendations for Standard III

College Recommendation 5: Physical Resources Recommendations
The team recommends that the district and the college develop a Facilities Master Plan and staffing plan which address facilities maintenance, equipment replacement, technology, and total cost of ownership and ensure facilities and maintenance staffing is adequate to sustain existing and new facilities. (III.B.1.a, III.B.1.b, III. B. 2.a, III.B.2.b)

Commendations:

Campus Climate and Collegiality

The Oxford English Dictionary shows that the word "college" has Latin roots in the word partnership. The notion of partnership was evident throughout the college and the community. The team notices the word "partnership" in the college's mission statement, in its work in scholarly endeavors, and with the community. The notion of partnership was integrated in all the work the faculty, staff, and administrators do at the institution to ensure high quality educational programs and services to meet the academic and career goals of the students.

The team commends West Hills College Lemoore for its spirit of collegiality observed throughout the campus during the visit. There is a genuine sense of pride in the educational programs and services at this institution. In addition, it was evident that faculty, staff, and administrators work collaboratively to reach institutional goals. All of the efforts the team observed had a clear focus to assist each student in reaching his/her academic and career goals.

The team also recognized mutual respect and involvement between the college and the community. Examples of this include staff members' participation in the local organizational boards.

Student Services

The West Hills College Lemoore's student services area is to be commended for its extensive and systematic use of data and its analysis to inform and guide decisions that support student access and success, while optimizing limited/diminishing resources. The effectiveness of these new initiatives is being assessed even further as they are being implemented. Examples of this work include changes to student counseling appointments during busy periods, the early alert programs," Lunch and Learn" interventions, and comprehensive high school outreach efforts to address diminishing local high school participation rates.

Related to the above data-informed decision-making is the abundant and pervasive dialogue that occurs across the departments and programs, which focuses on the student success and measureable goals and outcomes and how best to achieve them. Clearly the staff is collectively focused on supporting student success.

ACCREDITATION EVALUATION REPORT
FOR
WEST HILLS COLLEGE LEMOORE

Introduction

The West Hills College Lemoore campus began in 1952 when the residents of the Lemoore High School District voted to annex to the West Hills Community College District. The majority of classes were primarily offered at the Naval Air Station and at Lemoore High School between the years of 1962-1979. The district purchased property in the city of Lemoore, and in 1981, a classroom and office building were erected. The site was named the Kings County Center. For twenty years the campus operated in portable building on five acres in the city of Lemoore, as well as in leased space at Lemoore K-12 schools and in classrooms located on the Naval Air Station in Lemoore.

In 1991, following public hearings and considerable discussions and deliberations, the California Community College Board of Governors adopted a staff recommendation naming the Kings County Center of West Hills College as the official, permanent education center to serve the Lemoore/Hanford area. In August of 1992, the California Post-Secondary Education Commission agreed with the Board of Governors of the California Community Colleges actions, and confirmed that the Kings County Center was eligible for state capital outlay funding. Since that time, the California Community College's Chancellor's Office enrollment forecast for the West Hills Community College District has included Lemoore and Hanford areas.

The first application request for West Hills College Lemoore to be considered a stand-alone campus started in 2002, and the first self-study report (with visit) was completed and presented to ACCJC in 2004. The college then submitted an additional accreditation report in 2006. In 2006 the WASC visitation team made some recommendations, and the WASC commissioners granted full college status to West Hills College Lemoore. A Midterm Report was submitted in 2008 and a Follow-up Report was submitted in 2009 with the intention of responding to the visitation team and WASC recommendations; the 2009 Follow-up Report fully met ACCJC-WASC expectations.

West Hills College Lemoore served 6,549 students (unduplicated) in 2009-2010, which included the students on its main campus, at the Naval Air Station, and students enrolled in online classes. This was an increase of 41% in students served during the past six years. West Hills College Lemoore generates about 55% of the district's unduplicated student headcount.

Current semester enrollment is approximately 4,300, including full-time and part-time students. The college has been planning for a decrease in enrollment by reducing the number of class sections offered due to the reduction in state funding.

West Hills College Lemoore offers 48 degrees and certificates, which are described in the college catalog. The college prepares students to transfer to public and private colleges and universities through its academic programs, as well as for employment opportunities through its occupational programs. The degree programs offered at WHCL are congruent with its mission as evidenced by the comprehensive variety of programs offered in general education, degree/certificate, and transfer, career technical and basic skills.

In November 2008, West Hills College Lemoore passed Measure E, a $31 million general obligation bond, to provide matching funds for Phase 3 construction projects. Currently, as part of Phase 3 construction, WHCL has completed the construction of a new Multi-Use Sports Complex for additional educational, community, and athletic events.

The current West Hills College Lemoore campus prides itself on providing facilities with advanced technology. The most impressive features are the most technologically advanced library in Kings County and the newly constructed Multi-Use Sports Complex. The campus contains 34 classrooms that include nine classrooms outfitted fully with computers and three science "collaboratories" (an award winning cooperative science lab concept that is being replicated at other colleges).

West Hills College Lemoore Responses to Previous Recommendations

Recommendation 1: *That the institution takes immediate action to develop appropriate evaluation mechanisms to assess the effectiveness of board and college policies, procedures, and processes, particularly those developed and adopted by the West Hills Community College Board of Trustees within the past twelve months related to the structure and function of a multi-college district. A timeline and evaluation process must be developed and implemented that assures the evaluation of board and college policies, procedures, and processes is completed by June 30, 2007.*

> ***Special evaluative focus is to be given to the following policies:***
> BP 2431, Delineation of Authority to College Presidents and district Chancellor, 11/15/2005
> BP 6225, Resource Allocation, 11/15/2005
> BP 3250, District Strategic Planning, 12/6/2005
> BP 2740, Trustee Education, 11/18/2003 (Team's note: implementation procedure needed)
> BP 2510, Participation in Local Decision Making Through the District Council on Student Learning, 1/24/2006
> Evaluative focus is also given to the recently instituted governance structure and decision making process implemented at the West Hills Community College Lemoore, adhering to the same timeline.

The WHCCD Board of Trustees approved Board Policy 2410 which includes the process for college review of new and revised board policies and procedures was outlined and implemented in Spring 2006. The implementation of BP2410 & AP2410 on the WHCL campus means that the College's Planning and Governance Council (PGC) reviews the board policies and the review is listed on their agenda as a standing item. Board Policy 2410 was approved by the Board and WHCL following the identified procedures. This evidence is found on agendas and minutes of meetings and confirmed by faculty and staff interviews.

Recommendation 2: *That the college integrate periodic review and update of the mission statement into other key college planning documents, such as the Planning and Governance Manual and the Institutional Student Outcomes Indicators plan, so that the institution's evolving educational purposes, intended student population, and commitment to achieving student learning are aligned with the mission statement.*

Beginning in September 2008, the college conducts Strategic Planning Committee meetings each fall term to accept the responsibility of reviewing: 1) the college's mission and vision statements; 2) the institutions goals and institutional outcomes and 3) the alignment of the mission goals to the institutional outcomes to measure the identified goals. The college's PGC developed a planning calendar that included dates, actions and the responsible college group to evaluate and improve the college's institutional effectiveness and processes.

Recommendation 3: *That the college ensure that all programs, instructional and non-instructional, identify measurable goals and objectives, including those goals and objectives that support student learning; that these goals are incorporated in program review reports; that assessment of progress incorporates appropriate research data; that users of research data are properly trained; and that an effective mechanism for the timely implementation of improvements is in place for all programs.*

The college has spent a lot of time and effort in identifying the definition of a program in order to complete adequate program reviews for each program. A process has been developed to prepare for the completion of program review workshops offered every fall term to review the use of data to support the program. The program reviews must align with the colleges strategic plan goals and objectives.

Recommendation 4: *That the college implement a well-defined plan outlining the steps to identify and assess student learning outcomes for all courses, programs, degrees, and certificates, and, as applicable, appropriate support areas. The plan should establish a specific timeline for the completion of all tasks, including: identifying Student Learning Outcomes; assessing student learning; training faculty; defining the role of institutional research in the process; and describing procedures for implementing improvement.*

The college has partially met this recommendation. The college has defined programs as educational pathways that lead to degrees or certificates but is only in the early stages of assessment and improvement at the program level. SLO processes, while developing, appear to be compliance driven rather than focused on improving student learning. The team recommends that the college use the WASC rubric to guide SLO development and assessment. (See College Recommendation 1)

Recommendation 5: *That the college further improve the quality of learning resources by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

The college has partially met this recommendation. The college has increased the number of electronic resources in the form of e-books and databases. Online tutorials for information competency and distance education are still in the planning stages. The college must assure adequate support for library holdings that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. (See College Recommendation 4)

Recommendation 6: *That the Board of Trustees develop a new member orientation program as part of their board education policy.*

A Board of Trustee Handbook was developed and approved by the WHCCD Board of Trustees in March 2008. This handbook is reviewed annually by the board of Trustees.

Eligibility Requirements

The team found West Hills College Lemoore to be in compliance with all of the eligibility requirements established by the Accrediting Commission for Community and Junior Colleges.

1. **Authority:** The accreditation visiting evaluation team confirmed that West Hills College Lemoore (WHCL) is an institution of the California Community College System and is authorized to provide educational programs by the California Education Code. In June 2006, West Hills College Lemoore was granted initial accreditation by the Western Association of Schools and Colleges. West Hills Community College District transitioned from a single to a multi-college district with two colleges: West Hills College Coalinga and West Hills College Lemoore.

   West Hills College Lemoore is a public two-year community college operating under the authority of the state of California, The Board of Governors of the California Community College, California Post-Secondary Education Commission, and the Board of Trustees of the West Hills Community College District. The College catalog clearly states that WHCL is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

2. **Mission:** The accreditation visiting evaluation team confirmed that the mission statement has been reviewed annually through the strategic planning meetings and is approved by the college's primary participatory governance body, the Planning and Governance Council. The college's institutional outcomes have been developed with linkage to the mission statement.

   The college's most recent review and approval of the mission statement occurred in the spring 2010 term. The West Hills Community College District Board of Trustees reaffirmed the college's mission statement during its regular June 2010 meeting.

   The mission and vision statements are published in numerous documents, including the Educational Master Plan, the College's Strategic Plan, the College's Planning and Governance Manual, the college catalog, and the WHCL website.

3. **Governing Board:** The accreditation visiting evaluation team confirmed that West Hills College Lemoore has a governing board consisting of seven members. The Board of Trustees of the West Hills Community College District is an independent policy making body responsible for the quality and integrity of all educational sites in the district, including WHCL.

   Each of the members of the seven-member board is elected to four-year terms by registered voters in geographical districts representative of the diverse area comprising of the district. The Board also includes one non-voting student member. The Board operates under an approved set of bylaws that are published in the Board

Policy Manual. Biographies of the current trustees are available on the district website at www.westhillscollege.com.

4. **Chief Executive Officer:** The accreditation visiting evaluation team confirmed that the current president who serves as the chief executive officer of West Hills College Lemoore was appointed by the Board of Trustees in June 2005, becoming the second president in the brief history of the college. The primary responsibilities of the college president are to establish, promote, and fulfill the college mission, and follow all district, local, state, and federal policies and regulations. In addition, the college president is charged with providing sound fiscal management, strategic planning, and articulating the college and district mission and vision, all for the purpose of providing and managing an effective teaching and learning environment.

5. **Administrative Capacity:** The accreditation visiting evaluation team confirmed that West Hills College Lemoore has implemented an organizational structure that provides the administrative capacity required to support the college and district mission, vision, and functions. The administrative staff includes the president, a vice president of educational services, a vice president of student services, a dean of student services, an associate dean of educational services, and three directors responsible for athletics, the TRIO programs, and the allied health programs. The administrators are competent, well-qualified individuals who provide the expertise, quality, and integrity needed to support the purpose of the West Hills College Lemoore.

6. **Operational Status:** The accreditation visiting evaluation team confirmed that West Hills College Lemoore, formerly known as Kings County Center, has been in operation for over 25 years. West Hills College Lemoore moved to its current location in January 2002.

   The college has developed a complete and comprehensive offering of educational programs and services. Semester enrollment at West Hills College Lemoore is approximately 4,300, including full-time and part-time students. The college prepares students for transfer to public and private colleges and universities through its academic programs, as well as for employment opportunities through its occupational programs.

7. **Degrees:** The accreditation visiting evaluation team confirmed that West Hills College Lemoore offers 48 degrees and certificates, which are described in the West Hills College Lemoore catalog along with requirements, course descriptions, and information on prerequisites and advisories. The California Community College Chancellor's Office program inventory list reflects the college's degree and certificate programs. The college catalog also includes comprehensive information regarding instructional services, student services, and district policies and procedures.

8. **Educational Programs:** The accreditation visiting evaluation team confirmed that West Hills College Lemoore degree programs offered at the college are congruent with its mission as evidenced by the comprehensive variety of programs offered: general education, degree/certificate, and transfer, career technical and basic skills. The college's educational programs are based on recognized higher education fields of study, are of sufficient scope and length, and are conducted at appropriate levels of quality and rigor. All educational programs are reviewed through an established program review process as well as the curriculum review process. The West Hills College Lemoore catalog contains a comprehensive statement of educational purpose for each academic and career technical education program offered. The catalog describes the courses that comprise each program and the units for each course. Course work taken to complete the requirements of a degree combined with the general education component allows the student to receive the appropriate associate degree, typically representing two years of full-time academic work.

9. **Academic Credit:** The accreditation visiting evaluation team confirms that West Hills College Lemoore adheres to the Carnegie Unit. Credit is awarded to students based on the generally accepted practices in degree granting institutions of higher education and in keeping with the standards set by the American Associations of College Registrars and Admissions Officers. A lecture class requires the equivalent of one academic hour (50 minutes) per week for each semester unit conferred. Laboratory classes require three academic hours (150 minutes) per week for each semester unit conferred.

   Students may also receive college credit for participating in alternative credit and study options: Advanced Placement examinations offered by the College Board, College Level Examination Program (CLEP), and credit by examination, credit for military service, schools, cooperative work experience, and directed studies through contract education. The awarding of academic credit is clearly delineated in the college catalog.

10. **Student Learning Achievement:** The accreditation visiting evaluation team confirms that the educational objectives for degree, certificate, and general education programs are published in the West Hills College Lemoore catalog. Each program of study is listed in the catalog and includes description of the program in regards to transfer to another college or to occupational preparation. All course outlines of record are required to have clearly stated, measurable, instructional objectives and must be revised on a regular basis. Course level student learning outcomes are published on course syllabi and measured regularly according to an agreed upon schedule.

11. **General Education:** The accreditation visiting evaluation team confirms that all associate degree programs require at least 18 units in general education courses in the following areas: language and rationality (6 units), natural sciences (3 units), humanities (3 units), social science (3 units), and health education (3 units). Competencies in reading, writing, and mathematics are also required. These

requirements are summarized in the general education philosophy statement stated in the West Hills College Lemoore catalog. All general education requirements are published in the college catalog. The general education options allow students to complete general education patterns required by the California State General Education and Breadth Requirements, and the Intersegment General Education Transfer Curriculum (IGETC). Review by the West Hills College Lemoore curriculum committee ensures the credit is consistent with levels of quality and rigor of higher education. The annual review of articulated general education courses by the California State University System and IGETC validates the quality and rigor of the courses.

12. **Academic Freedom:** The accreditation visiting evaluation team confirms that the West Hills Community College District Board of Trustees believe that academic freedom is an essential right in education as stated in the original Board Policy 313, available in the Board Policy Manual. The board received and is reviewing the first reading of a revision of the Academic Freedom Policy during their March 2011 board meeting and will review again for a final decision at their April 2011 board meeting. It is the obligation of the instructor to pursue his/her subject consistent with standards of scholarly objectivity.

13. **Faculty:** The accreditation visiting evaluation team confirms that West Hills College Lemoore currently employs 45 full-time and 39 part-time faculty. All faculty members meet minimum qualification requirements as established by California Community College Board of Governors, California Code of Regulations, or have been approve by the college's academic senate through the established equivalency policy.

    The names and degrees of all full-time faculty are published in the college catalog. The schedule of classes identifies specific faculty assigned to teach each class for the appropriate semester. Board Policy 7215 delineates the scope of faculty responsibilities.

14. **Student Services:** The accreditation visiting evaluation team confirms that West Hills College Lemoore provides comprehensive and accessible student services that are consistent with the diverse student characteristics and the college mission. The services include admissions, counseling, financial aid, assessment, registration, and tutoring. Targeted groups are provided with additional programs such as Extended Opportunity Program and Services (EOPS), Cooperative Resources for Education (CARE), CalWorks, Disabled Students Programs and Services (DSPS), Student Support Services (SSS), College Assistance Migrant Program (CAMP), Higher Education Program (HEP), Upward Bound/Math and Science, and Upward Bound/Classic. Counselors, advising specialists, and other program staff conduct outreach activities that distribute information about the services to prospective students. Information about the services is also published in the college catalog and on the WHCL website.

15. **Admissions:** The accreditation visiting evaluation team confirms that West Hills College Lemoore adheres to the district approved admission policy, which is consistent with California Title 5 regulations and the college mission. The policy clearly specifies the qualifications of students that apply for admission to the college and is published in the college catalog and on the WHCL website.

16. **Information and Learning Resources:** The accreditation visiting evaluation team confirms that West Hills College Lemoore provides library/learning resource center (L/LRC) that includes books, periodicals, reference materials, and electronic resources. The L/LRC is staffed to provide assistance to students in the use of college resources. The library catalog and other electronic resources are available to all students regardless of location or time via the Internet at the college website. As the college grows to capacity, the college will have to increase its library resources.

17. **Financial Resources:** The accreditation visiting evaluation team confirms that West Hills College Lemoore is primarily funded by property taxes and state apportionment. The current funding base, financial resources, and plans for financial development are adequate to support the college's mission and educational programs in spite of severe cuts in state funding. The college has responded by utilizing an effective participatory budget process to minimize the negative effects of a reduced budget.

   The West Hills Community College District has a budget allocation process in support of college functions. Operational costs are diligently tracked and anticipated, and the district business office maintained a WHCL budget and fiscal accountability for the majority of programs and services offered at the college. Copies of the budget are available and are reviewed regularly.

   The West Hills College Foundation works closely with the community and WHCL to provide external funding whenever possible. In addition, the district Grants Office works diligently to secure alternative funding.

18. **Financial Accountability:** The accreditation visiting evaluation team confirms that West Hills Community College District demonstrates financial accountability through the findings of an independent auditor secured by the Board of Trustees. The independent audit report is presented annually to the Board in public session. In addition, the district's required files and financial statements are filed with the California Community College's Chancellor's Office. The district adheres to Board approved policies and procedures regarding all fiscal matters.

19. **Institutional Planning and Evaluation:** The accreditation visiting evaluation team confirms that West Hills Community College District is integrating its planning processes while using data to make final decisions. West Hills Community College District integrated its strategic planning, the WHCL Educational Master Plan, based on instructional and support programs reviews and annual institutional outcome data, directs the decisions made at every level of West Hills College Lemoore. The

college's Educational Master Plan ties decision making to the college's mission and assesses the success in fulfilling that mission. The most recent college Educational Master Plan was completed in 2008 and updated in 2009. This plan incorporates internal and external scan data provided by the Office of Institutional Effectiveness and Enrollment Management and is updated annually. The college's Educational Master Plan drives resource planning, which includes technology, facilities, supplies, and instructional purchases. The college's Planning and Governance Council holds primary responsibility for strategic planning and decision making for West Hills College Lemoore.

20. **Public Information:** The accreditation visiting evaluation team confirms that all information pertinent to West Hills College Lemoore is published in the college catalog, brochures, and on the WHCL website. The college catalog is published in hard copy and available online. Information regarding the college's mission, vision, guiding principles, admission requirements, fees, placement tests, academic regulations, special programs, non-traditional credit, students' rights and responsibilities, refund policies, grievance procedures, student code of conduct, student services, student life, instructional services, transfer information, degree requirements, programs of study, course descriptions, and credentials of faculty and administrators are described in these documents. These documents are carefully checked for accuracy and updated on a regular basis.

21. **Relations with the Accrediting Commission:** The accreditation visiting evaluation team confirms first hand that the West Hills College District Board of Trustees adheres to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. WHCL describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. A statement of accreditation for WHCL appears in its catalog.

STANDARD I: MISSION AND INSTITUTIONAL EFFECTIVENESS

Standard I.A. Mission

General Observations:
West Hills College Lemoore has a statement of mission that defines the educational purposes of the college and its student population and expresses a strong commitment to student learning. Learning programs at the college are aligned with the mission. The mission statement has been approved by the district board, and it is reviewed regularly. The governance, planning and decision-making processes are clearly defined and participation at the college level is excellent.

There is strong community support for the college mission, its faculty and staff, and its programs. At the open forum, there was broad representation from community, including local school districts, economic development agencies, civic leaders and the business community, all vouching for the value the college adds to the area through its programs and services. The team found the statements sincere and also identified evidence that input from the constituencies was broad based and resources, to the extent possible, were being directed to improve institutional effectiveness.

The mission statement is the central guide to the college planning and decision making. Since its initial accreditation in 2006, the college has made steady progress in implementing ongoing integration of planning and evaluation with measurable goals and objectives. Governance and decision-making processes are integrated at the college and have broad constituent participation. The college uses a portal to house the relevant documents and resources to inform planning and resource allocation, and access to the information appears easy and fluid. An emerging culture of evidence and inquiry is being established.

The College's Institutional Planning Framework and Planning and Governance Manual provide a clear process of integrated planning and decision making in support of the college mission. The Strategic Plan and the Educational Master Plan result from a strong system of shared governance. Program review is conducted on a regular basis for instructional and non-instructional areas of the college. Efforts are being made to incorporate assessment results of student learning outcomes at the program level into the analysis. The college, through the district research office, has created a standard set of metrics for program review, which are disseminated to college decision makers. The college has created a system to periodically review the progress towards the goals and a mechanism to revisit the goals for currency. A review of the self-study, interviews with relevant personnel and an examination of the evidence provided to the team reveal that there is a solid degree of dialogue taking place at the college about institutional effectiveness.

Findings and Evidence:
The mission statement commits to enrich the lives of its students and community by providing quality educational opportunities and experiences and to empower students to achieve their educational goals. The mission is central to the college Strategic Plan, the Educational Master Plan, and the program review process. The college uses job market and

industry surveys, advisory committees, economic development studies, local workforce investment board recommendations, grant opportunities, and partnerships with four-year universities to identify and develop its programs. Services are developed and refined to support student learning. Through the program review process, course outline reviews, and student learning outcome assessment, the college assures its programs and services align with its mission. (I.A.1)

The mission statement was last reviewed by the Planning and Governance Council on February 19, 2010 and approved by the Board of Trustees on May 18, 2010. The mission statement is published in the college catalog, strategic plan, Educational Master Plan, website, student handbook, and brochures. It is also posted on the wall of the administration building, as well as in classrooms. The Strategic Planning Committee approved a review cycle recommending the mission/vision statements, goals and institutional outcomes be reviewed annually by the Strategic Planning Committee, and if changes are recommended, they are forwarded to the Planning and Governance Council for review and approval. (I.A.2) (I.A.3)

Standard I.B. Institutional Effectiveness

General Observations:
The college has a Strategic Plan with measurable institutional outcomes that support the mission statement. Program reviews, student learning outcomes, budget procedures, and institutional planning must support the institutional outcomes. All program reviews are evaluated and approved by the Planning and Governance Council. As part of the program review process, validation of how a program aligns and supports the college's mission statement is provided. The College's Institutional Planning Framework and Planning and Governance Manual provide a clear process of planning and decision-making in support of the college mission. (I.A.4)

Findings and evidence:
The representative Planning and Governance Council oversees all standing college committees and meets at least once a month to review institutional processes. The council reviews and approves proposed Board policies and administrative procedures, reports from each of the standing college committees, discusses the learning and working climate on the college facility, and approves all program review documents. Council members communicate information and decisions to their constituency groups. The Institutional Effectiveness and Program Review Committee coordinate the scheduling and tracking of program reviews. The Committee section of the MyWestHills Portal provides comprehensive access to the program review schedule, the data related to program reviews, and the program review documents. (I.B.1) (I.B.3)

The Educational Master Plan includes a thorough review of internal, external, quantitative, and qualitative data for all instructional programs. The plan sets the course for the future and is integrated with college's vision, mission, and strategic goals. The plan provides data analysis for each instructional area and links program review goals into the plan. While

student service areas are in the plan, which is very good, there is no link to program review goals. Program review goals are dated, and the college might consider putting the plan on the portal and updating it annually with current program review goals by discipline. (I.B.3)

The team found, through interviews with the Student Learning Outcomes Committee members and the Academic Senate, that initial efforts have been made to incorporate learning outcomes assessment results into the program review process. A review of the assessment report component of the instructional program reviews shows the initial focus has been on department outcomes and less so on what students learn. The members of the Student Learning Outcomes Committee acknowledge the work that needs to be done to improve the outcomes and assessment work. The committee also recognizes the need to have a plan to meet the proficiency level by fall 2012 as per the accreditation requirement. The College has looked generally at the Rubric for Institutional Effectiveness prepared by the ACCJC as a guide to meet the expectation of proficiency in student learning outcomes assessment. The college should consider a more systematic use of the rubric as a way to self-assess progress and as a way to generate an action plan to meet the Commission's expectation of full proficiency in the fall of 2012. (I.B.5)

District-level committees are in place, designed to foster dialogue, and collaboration occurs among college and district staff. The district Strategic Planning Committee meets three times a year. The district Technology Committee meets once per month. The Chancellor's Executive Cabinet meets once per month. There is a district Leadership Council that meets regularly. The district Leadership Retreats are held quarterly. (I.B.1)

An evaluation of shared governance was conducted in the spring 2010. The majority of respondents agreed that the governance process was inclusive of faculty, classified staff, administrators, and student government. Also, the majority of respondents agreed that the governance process drives institutional planning. (I.B.4)

The Office of Institutional Effectiveness and Enrollment Management provides regular reports and standardized metrics, containing quantitative and qualitative evidence, to inform the work on program review and student learning outcomes. The California Chancellor's Office ARCC report and the Community College Survey of Student Engagement results are also part of the data used by the college. As the planning process has matured at the college, a culture of evidence is emerging. The depth of the dialogue appears to have increased, which has resulted in refinement of the processes and a greater focus on student learning and achievement. The office provides program-specific training on effective uses of data during the program review process and during district-wide duty and flex days. Training is also provided one-on-one as requested. Interviews with faculty and staff show they value the presence of the district research assistant at the college to make data more available. Administrators, staff and faculty validate that the district office is responsive to instructional and non-instructional data needs. The college has identified, as a planning agenda item, the need to use electronic means to improve the dissemination of the annual results of institutional outcomes achievement. (I.B.1) (I.B.3) (I.B.4) (I.B.5) (I.B.6) (I.B.7)

Communication of institutional level goals and objectives to the college and community occurs via publication on the college web site, distribution of electronic documents and literature, and through collegial dialogue taking place at the various committees. Representation of the constituent groups appears to be broad and in many instances includes student members, which also assists in the dissemination of consistent information. Observations of relevant committee meetings as well as a review of the documents demonstrate a sincere attempt to self-reflect and dialogue about the institutional goals and student learning and achievement. Interviews with faculty, classified and administrator committees indicate that the members understand the goals and work collaboratively to reach them. The team found evidence through interviews and review of agendas, minutes, and action plans that efforts exist to discuss measurable goals, review progress, and work collaboratively to resolve issues. There is a demonstrated pride by the committee members in the work that they do and the community they serve. (I.B.2)

The college communicates assessment results to the appropriate constituencies through program review data packets, the College Strategic Plan, the district Strategic Plan, results of assessment of college institutional outcomes, a district score card, Chancellor's Office ARCC data, the President's monthly reports to Board, the Educational Master Plan, the Technology Plan, the Matriculation Plan, the Strategic Plan for Distance Education, the Annual Report to Community, district monthly newsletter, and the President's weekly update. Results of the college's progress towards institutional outcomes are communicated via annual reports that are mailed to service area homes. The 2007-2008 Report to the Community was sent to 57,000 homes in November 2008. The District maintains the data warehouse, and the college's website as a central location for information dissemination; the data warehouse provides statistical reports for the colleges. The district's "@West Hills College" newsletter is mailed quarterly to 82,000 homes throughout the district. This newsletter provides information related to facility updates, campus events, and accomplishments by the college s, employees, and students. (I.B.5)

Instructional and non-instructional programs complete program review every four years with a two-year mid-term. Vocational programs conduct reviews every two years. The program review process is reviewed regularly, and in 2010 the program review template was modified by the Institutional Effectiveness and Program Review Committee. The district provides data for integration into program review documents through the MyWestHills portal program review site. Program reviews requiring budget support are forwarded to the Budget Allocation Committee. (I.B.7)

An excellent example of linkage between data review and improvement involves data that indicated career technical education success rates were below the college's benchmark. Further review of the data revealed success rate issues with courses offered in "open entry/exit" format not requiring set scheduled class meetings. In conjunction with the program review process, the Planning and Governance Council requested that the format of those courses be changed to a traditional format and require students to attend regularly scheduled class meetings. As a result of this change, success rates for those courses have increased by 40%. Another excellent example of an improvement based on outcomes data is the Eagle Team. Outcomes data showed a decline in high school seniors from feeder high

schools. As part of a district wide strategic planning meeting in July 2010, administrators and counselors from high schools were invited to share suggestions with college and district staff to improve outreach activities. This resulted is the Eagle Team, which is a set of active college strategies of outreach and support for area high schools. (I.B.4)

Conclusions:
Since its initial accreditation, West Hills Lemoore has deliberately and systematically implemented and refined its planning process, evaluating the institutional effectiveness of the college. The college mission clearly supports student learning and serves as the focal point for college planning and decision making.

The college has established a comprehensive system of planning and evaluation, driven by the mission. Governance and decision-making processes work collegially, and there is dialogue about the processes. Access to information is open and available in electronic and hard copy formats. The college culture of data-driven decision making is still maturing to the extent that data are discussed and analyzed to guide budgetary processes and make non-fiscal improvements. The college recognizes the importance of data and has made a concerted effort to make evidence available to the college.

The systems for communication and for the overall strategic planning process for the college and the district have been developed. The team conducted several random interviews with faculty and staff. As a result of these interviews, the team identified that there is a perception that recommendations from the college are either changed or there is no feedback from the district, leaving staff unsure as to who made the final decision and when and how it was made.

The college has collected a significant amount of data for review and planning. The college should build upon its existing processes and better integrate the use and analysis of data in program review, planning, budgeting, and decision making. Suggested improvements include putting the Educational Master Plan on the portal and updating it annually with current program review goals by discipline, including program review goals from student services areas. Also, the college should consider a more formal and systematic use of the ACCJC/WASC Rubric for Institutional Effectiveness: Part 1, Program Review; Part 2, Planning; and Part 3, Student Learning Outcomes. Part 3 of the rubric should also be used as a framework to generate an action plan to meet the Commission's expectation of full proficiency in student learning outcomes assessment in the fall of 2012.

In light of the review of the self study, the evidence provided, and interviews and observations, the team concludes the college meets this Standard.

Recommendations for Standard I

District Recommendation 1:
In order to meet the Standards, the team recommends that the district work with the colleges to clearly delineate responsibility of each district service with relationship to corresponding college services. To further improve effectiveness, each district service needs to conduct a

program review, which should include an outcomes-based assessment of its services. (Standard I.A.1, 1.B.1, III.A, IIIA.1b, IIIA.1C, IIIA.6, IV.B, 3. IV.B.3.a, IV.B.3.g)

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard IIA: Instructional Programs

General Observations:
West Hills College Lemoore is a comprehensive community college that offers high quality instructional programs in basic skills, career technical education, and transfer. The college's student learning programs and services are organized under the leadership of a Vice President of Educational Services and a Vice President of Student Services. Currently, there are three deans. Headcount enrollment is approximately 6,549 unduplicated students with 45 full-time faculty.

Distance education is a district function. The Associate Vice Chancellor of Educational Planning is the educational administrator over the eCampus. Hiring, selection, and evaluation of all distance education faculty for the district are the purview of the Associate Vice Chancellor.

The college has established a program review process to ensure instructional programs and instructional support services are aligned with the college purpose, mission, and student population. The program review process is faculty-driven. Instructional programs are reviewed every four years, with a mid-term review after two years. CTE courses are reviewed every other year with a mid-term review in the alternate year. Institutional data for the program review process are provided by the Vice Chancellor of Institutional Effectiveness and Enrollment Management.

General Education courses meet the requirements for graduation and transfer to the CSU and UC. There are several active advisory committees (administration of justice, CIS/BUS/HRCM, nursing, and child development) that meet twice each academic year and make recommendations for program improvement. In addition, the college president serves on several local boards, including the Lemoore Chamber of Commerce, and input from this community involvement is also considered in program development efforts on campus.

The college has an established Curriculum Committee primarily composed of instructional faculty representing each of the five instructional areas. The team's review of the WHCL curriculum indicates that it meets the Standards including achieving the college's mission, use of appropriate delivery modes, inclusion of general education requirements in degree programs, attainment of licensure standards for career technical programs, and publishing of policies and practices governing transfer of credit, catalog rights, academic freedom and student honesty. The committee approves course outlines and instructional certificates and degrees. Curriculum documentation is reviewed by the Curriculum Committee. All new and updated courses must include SLOs, which are scheduled for evaluation on a two-year cycle. The Curriculum Committee evaluates course student learning outcomes, unit value, rigor, evaluation methods, mode of delivery, and administration. Actions taken by the Curriculum Committee are later considered for review by the West Hills Community College District Board of Trustees. Currency of the curriculum continues to be inconsistent as several courses

and programs have not been offered or updated in several years. In a review of actual course outlines, the team discovered that there were many courses on file that had not been reviewed for more than 10 years. In addition, even though there is a regular cycle of curriculum review identified, the Curriculum Committee has not enforced the identified timeline.

The SLO committee establishes the SLO assessment schedule and monitors the development of SLOs and assessment tools; however, the SLO committee does not provide any feedback on the quality of the SLOs themselves (Website & SLO Committee Meeting). Learning areas are responsible for developing program level SLOs. SLO data are made available to the campus community through the MyWestHills portal. College constituencies are in the fourth year of a five-year implementation plan for Student Learning Outcomes. The college is at the developmental level for SLOs, and a great deal of work will be required to move to the Proficiency level by fall 2012.

The quality of instruction is maintained through the faculty evaluation process. Instructor evaluations are conducted every three years for full-time faculty. Adjunct instructors are evaluated during their first year and then every three years. The evaluation process includes classroom observation, student evaluations and a self-evaluation component.

The college engages in ongoing, integrated evaluation. Information collected through the SLO assessment process is utilized in program review, and then becomes part of the annual unit and area planning process that leads to budget allocation. The college uses strategic planning meetings, town hall meetings, and advisory council meetings as forums to exchange ideas. Information is also shared through the Planning and Governance Council, which has representation from all college constituency groups.

The college awards credit and assigns grades based on a student's achievement of the student learning outcomes. The Carnegie unit is used to determine the appropriate unit value for completion of a course. Additionally, the college uses criteria, outlined in the college catalog, as the basis of awarding degrees and certificates, as verified by college counselors.

The college has a designated articulation officer who reviews and updates articulation agreements and serves on the Curriculum Committee. Counselors review transcripts of incoming students and comparable courses are given credit towards degrees and certificates. As courses undergo curriculum review, articulation issues are addressed. The college has finalized two AA/Transfer programs to address SB1440. Three additional programs are being developed.

The college does not have a policy for program discontinuation. A policy was drafted in 2006, but the process was not completed. To date, the college has not discontinued a program or a certificate; however, Hotel and Casino Management Certificates and courses have been made "inactive" due to lack of demand. The Sterile Processing Certificate has also been informally inactivated by not scheduling courses rather than through a program elimination process. As many colleges are being forced to reduce programs due to state budget reductions, it will be important to have an established program elimination policy.

Findings and Evidence:

Partnerships with businesses, school districts, and community groups strengthen occupational programs and provide some students opportunities to gain work experience. Transfer and general education program patterns are clearly outlined in the 2010-12 catalog and the institution has articulation agreements with CSU and UC institutions. Evidence provided to the team confirmed the Office of Institutional Effectiveness and Enrollment Management perform environmental scans and analysis of demographic data, workforce trends, and other factors affecting the economy of the district. There are several active advisory committees (administration of justice, CIS/BUS/HRCM, nursing, and child development) that meet twice each academic year and make recommendations for program improvement. In addition, the college president serves on several local boards, including the Lemoore Chamber of Commerce, and input from this community involvement is also considered in program development efforts on campus. (II.A.1)

WHCL utilizes delivery systems and modes of instruction appropriate to the curriculum and the needs of students, according to interviews with faculty and instructional administrators. Faculty who teach online, hybrid, and traditional courses use the Blackboard course management system. Traditional lecture and lecture/lab courses commonly incorporate web presentations or computer-based activities, according to interviews conducted with faculty. Disabled Students Programs and Services (DSPS) offer instructional accommodations for students with physical, learning, and psychological disabilities. Those services are identified in the college catalog. Simulation equipment is used in the Nursing Labs. Delivery methods are evaluated through the curriculum review process. (II.A.1.b)

WHCL has developed a plan outlining the steps to identify and assess student learning outcomes for all courses, programs, degrees, certificates, and appropriate support areas. However the plan did not include a specific timeline for the completion of all tasks, including identifying student learning outcomes, assessing student learning, training faculty, defining the role of institutional research in the process, and describing procedures for implementing improvement. In reviewing the SLOs for several courses and programs, it was evident that the statements were not measurable and had not been reviewed with the same rigor as the curriculum review process to ensure quality. Interviews with the SLO committee confirmed these findings. Areas without full-time faculty were inconsistent in all levels of SLO development and assessment. The self study claimed that the college is at the "Sustainable Quality Improvement" level of the Rubric for Evaluating Institutional Effectiveness. Review of the SLO Tracking Form and interviews with members of the SLO committee indicated that the college is more likely at the developmental stage. SLO processes seem compliance driven rather than focusing on improving student learning.

The SLO process initially started with a mass development of SLOs for all courses. Some of the original SLOs were developed by individuals who were not actually teaching the classes for which the SLOs were written. When the college began to move into assessment, faculty began to identify SLOs that did not work well for the courses or were not actually written as SLOs, and faculty began making the necessary adjustments to better align the SLOs with the course curricula (SLO Committee Meeting). Similar adjustments were made during the initial assessment process. For example, an English 1A SLO stated, "Student will compose a

formal, argumentative MLA-style research paper that shows an understanding of the writing process, technical correctness, and higher level critical thinking skills" (Website). However, the group did not develop an assessment tool, and as a result, individual instructors assessed student work based on different rubrics. Through subsequent dialogue, faculty recognized the need to develop a unified rubric to assess student work (SLO Committee Meeting). Since that initial round of assessments, the campus community has undergone training and SLO development and training with Dr. Mary Allen, and since that training, many learning areas have developed course rubrics to guide assessment processes as verified at the SLO Committee Meeting. The college partially meets this standard. (II.A.1.c)

In 2010, fifteen instructional programs were slated for review. Seven have completed the process; two others have submitted the program review document but have not finished the review process. Six programs have not yet submitted a program review document (Website). Among the non-instructional programs, five were slated for program review, and all have completed the process (Website). Data for program review is provided by the district. An examination of program review documents reveals limited analysis of available data. For example, the Child Development program review describes some elements of the data tables, but does not delve into the meaning of the data nor how it can be used to improve the program (Website). (II.A.2)

Minutes from advisory committee meetings and community representation at the open forum indicate a strong community connection. The campus also provides an exemplary Cooperative Work Experience program that enables students to develop "skills and knowledge by integrating classroom study with planned, supervised work experience" (College Catalog p. 122). The program "is based on the principle that well-educated individuals develop most effectively through an educational plan that incorporates real-world work experience. Through these structured experiences, students enrich their college studies, which enhance their total development" (Website: http://www.westhillscollege.com/lemoore/ academics/cwee/index.asp). Through this program, the campus partners with the local community to provide a valuable experience for students and an opportunity for local employers to connect with the campus. Exit surveys given to graduating students indicate that a majority of students are satisfied with their West Hills Lemoore experience. (II.A.2.b)

The Curriculum Committee developed a course review schedule and it has been implemented. However at the time of our visit, according to the curriculum documents available on MyWestHills portal, Introduction to Comparative Literature had not been reviewed by the Curriculum Committee since 1994 and Advanced Spanish had not been reviewed since 1996. It is unclear whether these courses were perhaps reviewed but not deleted from the tracking documents. Maintaining current curriculum needs to be a priority regardless of whether the course is taught by full or part-time faculty. (II.A.2.e)(II.A.2.f)

According to the self study, "57% of course level SLOs have been assessed and 48% have used SLO data to improve student learning. At the time of the visit the percentages of assessment had increased." However, while the SLO committee valiantly works to follow up on compliance with the SLO process, there does not seem to be a mechanism in place through which SLOs and assessments can be monitored for quality. The self study also notes that courses and learning areas with few or no full-time faculty have difficulty with SLO

assessment, and the self study identifies a need to improve outreach and communication to part-time faculty. The college needs to identify a better way to involve part-time faculty in the development and assessment of SLOs and to establish consistency in the SLO assessment cycle.

The learning areas are responsible for developing program level SLOs. GE SLOs have been developed based on the CSU/UC Transfer Areas (SLO Committee Meeting). Currently, program level SLOs and GE SLOs are not included on the campus website or in the catalog. Program level SLOs need to be publically available so students will understand the goals they are striving to achieve and have the ability to monitor their own progress toward these goals. The self study notes: "It is clear that the college needs to develop, assess, and analyze the results for all program level SLOs." More collaboration will be needed as the college develops program level SLOs and maps the program level SLOs to the course level SLOs.

The development of program level SLOs has been integrated into the program review process. It was also noted at the SLO Committee meeting that program SLOs in non-instructional areas do not always sound like SLOs. There is discussion about developing "Outcomes that Support Student Learning (OSSLs)" that might better reflect the work and function of these areas. The SLO committee also noted that the SLO forms need to be improved to reflect how the assessment analysis will be used to improve teaching.

The college has made significant progress in its efforts to establish a data-driven culture on campus. SLOs are being revised to better represent the course curriculum; revised assessments are moving toward an authentic assessment of the course work; and faculty are engaging in dialogue about teaching methodology and how to better meet the learning needs of students. More faculty members are getting involved in the SLO process, and both the faculty evaluation process and the hiring process have questions that address SLO participation. Additionally, the new contract stipulates SLO participation, but adjunct faculty only sign this contract once and may have signed before SLO participation was added (SLO Committee Meeting). While the College still has work to do to reach the 2012 SLO goals, it is making admirable progress toward those goals. (II.A.2.g)(II.A.2.h)(II.A.2.i)

In the last year, the college has established the MyWestHills portal. The SLO, Curriculum, and Program Review committees are responsible for maintaining and updating committee pages on the MyWestHills site and keeping this vital data available to the campus community.

The General Education Philosophy Statement states the GE curriculum "introduces students to the humanities, social sciences, natural sciences, applied sciences, and technology" (WHCL catalog, p. 37). The curriculum is developed by faculty and approved by the Curriculum Committee, which reviews teaching methods and course content. Information about GE requirements is communicated to all students through the college catalog, new student orientation, and academic advising. GE requirements encourage students to become life-long learners by developing their ability to communicate effectively and think critically (College Catalog). (II.A.3.a)(II.A.3.b)(II.A.3.c)

The WHCL 2010-2012 Catalog states the major requirements for an Associate Arts degree are at least 18 semester units of study from a single discipline or related disciplines. To satisfy the Associate Science Degree requirements, the student must complete a major with a minimum of 18 semester hours in engineering, physical or biological sciences, or occupational curricula. (II.A.4)

Many educational programs must also meet state licensure requirements. As an example, the Administration of Justice program has standards that are regulated by the Police Officers Standards and Training and the Correctional Police Officers Standards and Training. The AOJ Program has had a 100% success rate for students passing the certification exam and firearms component. Students who graduate from the WHCL Nursing Program must take the National Computerized Licensing Exam for Registered Nursing (NCLEX-RN). This is a mandated process for every state and regulated by the Board of Registered Nursing which is under the Department of Consumer Affairs. The first nursing program class graduated in May 2010. The first-time pass rate was 88%. When the repeats were factored into the overall scores, the Nursing Program pass rate was officially 86.23%. The LVN to RN Bridge Program enjoys a 92.3% first-time pass rate. Emergency Medical Technician (EMT) students who pass the EMT course may apply to the National Registry of Emergency Medical Technicians and sit for their certification exam. Students who pass the exam will be certified as EMTs. Students are allowed three attempts. Not every student who passes the EMT course takes the National Certification Exam. The program currently has a first-time pass rate of 56 % over the past five years. (II.A.5)

The college identified two AA/Transfer programs that will be in place by fall 2011, Math and Kinesiology. Three additional programs, Communication, Sociology, and Administration of Justice, are in development. All three of the programs have been approved by the CSU system; however, one of the programs was denied by San Diego State University, and the deficiencies are being addressed by the articulation officer. Additionally, the approved Communication and Sociology programs will need to have additional courses developed and approved through the Curriculum Committee (Academic Senate Meeting). (II.A.6)(II.A.6.a)

The college articulation officer is actively involved in developing and maintaining articulation agreements with local colleges. For example, the college has developed a partnership with CSU Fresno in the "Community College Entrepreneurial Pathway." Although there is no policy regarding the elimination of programs, the Program Review Summary Sheet for Planning/Institutional Effectiveness has a section entitled Recommended Action by PGC that includes "Eliminate Program" as one of the options. This document has a revision date of "Sept., 2010." (II.A.6.b)

A catalog committee was established in March 2009 to review and address any discrepancies between distributed publications and current college policy. The district marketing office coordinates communications, publications, and marketing materials that are made available to the public. (II.A.6.c)

The West Hills Community College District Board of Trustees has approved an academic freedom board policy and an academic honesty board policy, both of which are available to

the public in the WHCL 2010-2012 Catalog. (II.A.7) A significant part of the faculty evaluation process is the Team Evaluation form on which peers are asked to evaluate whether faculty members use presentation methods appropriate for the types of materials covered, present alternative and opposing views, use appropriate supporting materials, encourage student participation, and maintain a positive learning environment. (II.A.7.a)

The college has established and published in the WHCL 2010-2012 Catalog, the 2010-2011 Student Handbook, and on the college website clear expectations concerning student academic honesty and the consequences for dishonesty. (II.A.7.b) The College does not instill specific beliefs or worldviews for their staff, faculty, administrators, or students. (II.A.7.c)

The college does not offer curricula in foreign locations. (II.A.8)

Conclusions:
Instructional programs address and meet the mission of the institution. (II.A.1) The College identifies and meets the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. (II.A.1.a) The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. (II.A.1.b)

The development and assessment of course level SLOs is at the developmental stage. A relatively low number of these SLOs have been assessed with respect to student achievement. More SLOs will likely need to be assessed before significant improvements can be made. The institution has developed program level SLOs and institutional learning outcomes. (II.A.1.c)

The college relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for programs and certificates in both general and occupational education. Established processes support high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. (IIA.2.c) The College uses appropriate delivery modes and teaching methodologies to meet the diverse needs of students. (IIA.2.d) Courses and programs are evaluated through ongoing program systematic review processes. (IIA.2.e) Course-level student learning outcomes evaluation has been integrated into program review and planning. (IIA.2.f)

The team verified by examining the West Hills College Lemoore 2010-2012 Catalog that WHCL offers a broad array of associate of arts and associate of science degrees, each of which consists of focused study in at least one area of inquiry (or "major") or in an established interdisciplinary core. The college also offers certificates of achievement and local certificates in selected programs. (II.A.4)

Those completing occupational programs are well prepared for employment. Students are prepared for external licensure and certification as evidenced by their passing rates on the appropriate exams. (II.A.5)

The team recommends that a formal policy be developed and adopted for the elimination of programs. (IIA.6.b) The College presents itself to constituents with integrity. (IIA.6.c)

The college provides the public with information on its policies regarding academic freedom and student academic honesty. (II.A.7) Instructors are fair and objective in their presentation of information and views in the classroom. (II.A.7.a) The College handles issues of student dishonesty in a clear and straightforward manner. (II.A.7.b)

The college does not fully meet all subsections of Standard II.A.

Standard II.B Student Support Services

General Observations:
The student support services and programs are consistent with the mission of the college and demonstrate a strong commitment to student learning and success. The college works hard to provide quality services regardless of location or means of delivery and within a climate of diminishing state support for Matriculation, DSPS, and EOPS. Concerted efforts have been made to provide a comprehensive array of online services. The college makes a significant effort to provide services to students at the Naval Air Station.

The district and the college demonstrate a commitment to generating and using data regarding the needs of their student population and this data is used in decision making, program review, and service improvement. The college assures equitable access to student support services. Active efforts are in place to support student involvement and leadership development. The counseling and advising program is strong, and counselors are actively involved in the instructional learning area meetings (similar to department meetings), as well as conducting their own learning area meetings. This provides great opportunity for dialogue with other faculty in support of students. The counseling area and all student support areas participate in the program review process. The college has a student equity plan in place. Placement assessments are reviewed regularly to validate effectiveness and to limit bias.

Findings and Evidence:
The college is actively engaged in outreach to the communities it serves to ensure that access to higher education and the college is representative of the local diversity of its service areas. Student support services are designed and focused to support this access and ultimately student learning and success. The college works to identify the needs of students through systematic assessment of student learning outcomes and data, as well as engages in an ongoing dialogue to continually improve student outcomes. There is a culture of evidence that is pervasive in student support services that supports student learning and success. This culture of evidence supports student learning and is achieved through collaboration among faculty, staff, and administration throughout the college. (II.B)

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

The college offers comprehensive student support services to facilitate access to the college, as well as to ensure achievement of students' educational goals. A representative sample of services includes: admissions/registration, outreach, orientation, assessment, counseling and advising, classroom presentations and workshops, Equal Opportunity Program and Services (EOPS), Disabled Students Program and Services (DSPS), TRIO, College Assistance Migrant Program (CAMP), Student Government, Upward Bound and Veteran Services.

The college ensures that student services and programs are of high quality and support student learning through a systematic program review process. The development and assessment of student learning outcomes, as well as a less formal but ongoing dialogue and focus on assessment of student achievement practices documents the high quality of student services. There is a clear commitment and passion of the student support services areas with their consistent focus on supporting the college's mission statement.

In addition to its quality services on the Lemoore campus, the college also has a significant population of students taking online courses, as well as students at the nearby Naval Air Station, Lemoore. The college extends access to its essential services for the off-campus student population in a manner that is comparable to the same high-quality services that exist on the main campus. This comparable access and level of service is validated through the program review process, the extensive use of data, and a clear commitment and dedication to student success. A visit to the Naval Air Station (NAS) site, and staff interviews, as well as review of online services and online staff interviews, validate that the college meets this element of the Standard at both the NAS and in the online environment. (II.B.2.a, II.B.3.a)

The college catalog provides all of the general information and the program requirements required by the Standards. The team found the major policies affecting students to be nearly complete. However, we did observe that specific information about the acceptance of credit from other community colleges is not included, and academic honesty is addressed by a single statement in the Student Code of Conduct. The college should consider adopting a transfer of credit policy and treating academic honesty as a separate section with expanded guidance for students and faculty. Further, the college should consider expanding the grievance and complaint procedures with more details of the process to be used by students. Overall the college catalog was found to be effective in communicating the essential information. (II.B.2.a, b, c)

Beyond the catalog, additional student information and resources are readily available to students through the student handbook; the college website, the college portal, as well as two recently launched social media sites to keep students informed. Resources and publications are also available in the student services areas and library. (II.B.2.d)

The college collects and reviews placement exam data as well as aggregate student educational plan data. The data is shared with the instruction divisions in an effort to inform

them of the course demand of incoming students and to ensure the likelihood that those students will be able to secure the necessary critical core courses to achieve their educational goals. The college also works with the Vice Chancellor of Institutional Effectiveness to collect and analyze college data and trends to inform decisions. A qualitative approach to understanding student needs has been obtained through Student Town Hall meetings where qualitative data has been collected and placed into a matrix with areas of responsibility assigned to college staff to address identified needs. In 2010, an extensive Student Services Task list was created to address student needs and to assign areas of responsibility and accountability to individual staff in order to achieve an intended outcome to support student success.

Counseling and advising services are available by individual appointments, drop-in services, workshops, and guidance classes provided, primarily, by a staff of twelve full-time and eight adjunct counselors/advisors. Nearly 4,000 students were served through appointments, and more than 2,000 students successfully completed guidance classes in 2009-2010. In 2009, students used an exit survey to express satisfaction with the quality of counseling and advising services with a favorable rating of 87%.

The area also used data to identify a recent decline in student participation rates from area high schools. As a result of this information, an outreach strategy was developed to mitigate this decline, and there has been an immediate positive response indicated in the preliminary outreach data.

The college clearly demonstrates that it uses data on a regular and consistent basis in decision-making related to student initiatives and therefore meets this area of the Standard. (II.B.4)

There is one finding, in relation to this area, that involves Student Services being integrated into the Educational Master Plan with significant data on student demographics and success. However, it is suggested that the program review goals should be linked into the student services areas as with the instructional program areas. (II.B.3) and (I.B.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.

The college provides and creates an environment that encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all students. Although a relatively young college campus, and without a true student center facility, it is apparent that administration, staff and faculty work closely with students to optimize the resources they have to create a healthy environment for student development. A small but enthusiastic and dedicated Student Government Association (SGA) exists and supports a growing number of clubs that represent the diversity of interests of the student body which can range from the Alpha Gamma Sigma honor society to Students in Free Enterprise. There is a clear passion to support student engagement through campus life activities that support this standard, but there is also a frustration of the current student leaders due to the limited

avenues of effective communication to students and the relatively small number of involved students in relation to the overall college population. The college has recently implemented communication technologies that are intended to mitigate the communication challenges expressed by the student leaders.

The college and SGA schedule and sponsor a number of events and activities throughout the year that support this Standard (II.B.3.d) even further. These include a long list of campus guest speakers that includes notable authors, celebrities, coaches and leaders that have spoken on a variety of topics. Additional events include: Black History month, Women's History Month, Hispanic Cultural Awareness month, the "Gospel and Gumbo" event, and student sponsored leadership conferences. Student focused events include: the Veteran's Recognition Luncheon, the Honors Brunch, and the Athletic Banquet. Additionally, the current student leadership is engaged and actively participating in key college governance committees. (II.B.3.d)

A Student Equity Plan was recently updated and adopted. Within the plan is a goal to increase campus activities to enhance the campus culture and support student learning and success.

The college has created a solid foundation and momentum for a student life program that supports an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal, development for all of its students (II.B.3.b).

The Counseling Department is comprised of a dynamic and dedicated group of counseling faculty, staff and administrators. The group has engaged in both formal program review evaluation processes and ongoing collegial dialogue, within the division and with instruction, to support student learning and success. They regularly review activity data to inform and guide their decisions. Examples beyond the formal program review include: recent assessment data, high school participation rates, counseling appointments, and student education plan development. In each of these examples, the area identified goals to improve performance in those related areas. Meeting minutes and observation of groups, such as the Student Services Matriculation group and the Counseling Learning Area, validate that the group is passionate about supporting and pursuing student success and engages in robust dialogue in support of that end. Counselors are assigned to the instructional learning areas, attend the instructional learning area meetings, and report back to the counseling learning area meeting. There is also evidence of ongoing development through the activities that the faculty and staff engage in and later share with fellow team members. It is clear that this is an effective counseling and advising unit, as evidenced through their behavior, data and student success trends. (II.B.3.c)

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. The college supports diversity by actively engaging students in extracurricular activities and events. The student services division, faculty and college as a whole achieve this through a variety of formal and informal activities. Classes that expose students to diversity include: The Contemporary Native American, Introduction to Black Studies, History of the Chicano, and

Women's Roles in History. In addition, the campus sponsors a variety of events throughout the year that support the student body's exposure and involvement in diversity. The Dean of Student Services provides administrative support and coordination of the cultural programming on the campus and facilitates the annual calendar of events with input from the campus community. (II.B.3.d)

The college reviews and validates admissions and placement instruments on an ongoing basis. The current assessment instruments used by the district were implemented in 2005 and are sanctioned by the State Chancellor's Office.

English and math placement level scores were studied in 2008 and again in 2010. The English assessments were deemed appropriate to continue. The math results indicated having just one level of math assessment resulted in a disproportionate bias for Hispanic/Latino students. As a result, the college has recently added another level of math assessment.

Recent cutbacks in the local adult school English as a Second Language programs have resulted in more second language students seeking service at the college. In the spring of 2011, the Dean of Students will identify and implement strategies to improve access and efficiency of placement testing, while ensuring the needs of ESL students are met. (II.B.3.e)

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. The college's records management practices are guided by board policy 3310 and supporting administrative procedures that ensure the appropriate level of confidential, permanent and secure storage of records. Interviews and correspondence with staff demonstrate that the practices are consistent with these policies and procedures and ensure that records are being maintained in accordance with standards of good practice. (II.B.3.f)

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses evaluation results as the basis for improvement. The Student Services Division has established a culture of evidence in the way it looks at its activities to support student success. Pervasive throughout the division is an ongoing dialogue that is systematic and formal in relation to the program review process and more informal, yet equally effective, in relation to the ongoing discussion and assessment of current activities and initiatives.

The formal program review process systematically ensures that programs are focused on the mission and college goals, while also being tied to measurable and meaningful outcomes and student learning. Student services programs have adhered to the four-year program review cycle and process to ensure that all programs are assessing themselves in a comparable manner. The less formal, but ongoing, dialogue and data analysis that is evident at numerous meetings and committee meetings has resulted in more immediate feedback and adjustments in support of student access and success. Examples of this have come in the form of general student Town Hall Meetings that are scheduled at regular intervals. Additional data informs

division activities include: counseling appointment data; educational plan development and assessment placement data informing course demand scheduling; area high school participation rates; the Eagle Lunch and Learn intervention, and the online Ask a Counselor interactions. With each example above, the data has informed a decision to make the institution more effective in supporting student access and learning outcomes. These, and numerous other examples, along with the program review data, demonstrate that the college is using evaluative data to meet student needs, as well as supporting student learning and achievement. (II.B.4)

Conclusions:
West Hills College Lemoore provides all students with high quality student support services that are comprehensive in nature and focused on supporting student learning and success. Student Support Services are engaged in ongoing and frequent assessment of their efforts in order to ensure effectiveness. There is an ongoing dialogue among the programs to optimize and coordinate limited resources and to support innovation in carrying out their mission. The student support services areas clearly meet this section of the Standard and should be commended for many of their innovative efforts in support of student success. The college meets all aspects of Standard II B.

Standard II. C: Library and Learning Support Services

General Observations:
The college provides instructional support through the Library and Learning Resources Center. The library provides reference services; bibliographic/information competency instruction at the reference desk, by telephone, by email, and through course orientations; access to materials to on- and off-campus users through books, electronic books, and databases; and tutorial services. The self evaluation and discussion with the library staff regarding services shows a need for developing online tutorials in information competency for distance education students, using some faculty resources in the creation. (II.C.1)

Findings and Evidence:
The librarian researches course syllabi and consults with faculty to recommend books, periodicals, electronic resources, and non-print materials for supporting faculty teaching areas. All course outlines contain a "learning resource statement and collection survey," which is used to ensure library holdings are adequate to support course and recommended materials. Based on criteria outlined in the Library/Learning Resources Center Mission, Vision, and Collection Policy, the librarian makes final decisions on material purchases. The team found that the college has had difficulty financing some critical resources. The college has not funded the book general fund for three years, which could adversely impact the library's ability to acquire and maintain materials to support student learning. The college relies on state funding to maintain the library management system. (II.C.1.a)

The team found that the institution provides adequate training to faculty, staff and students to access library resources. The librarian, through hour-long library orientations requested by faculty, teaches bibliographic instruction and/or information competency. This method of instruction reached only five percent of the college's course offerings in the 2009-2010 academic year. The library faculty plans to work with the Academic Senate and DSPS

programs to create online tutorials to provide only bibliographic and information competency instruction.

Brief library orientations are also given to students when they receive their library cards. Limited assistance is provided for students with software application, printing, and other related library and learning resources problems. The Planning Agenda states that the librarian will work with the Academic Senate and Curriculum Committee to develop information competency across the curriculum, develop online tutorials to assist distance learning with information competency, and meet with DSPS staff to increase student attendance for training sessions. (II.C.1.b)

Interviews with library staff confirmed that the college makes the facilities available to a wide variety of student access needs. The Library and Learning Resources Center is open five days: Monday through Thursday from 7:30 a.m. to 8:00 p.m.; Friday 7:30 a.m. through 4:00 p.m. for a total of 58.5 hours. Summer hours vary depending on staff availability. During the summer 2010, hours were Monday through Thursday, 8:00 a.m. to 4:30 p.m.

Peer tutoring is offered throughout the semester. Tutoring is provided on a walk-in basis and is available at different times during the Library and Learning Resources Center open hours. The reference desk is staffed by a librarian, when available, during the day. In the absence of the reference librarian, reference interviews are conducted by library specialists and/or student workers. The evening reference desk is staffed by an adjunct librarian and part-time library specialist. Reference and information questions are also handled by email with the librarian. These service descriptions are posted on the library webpage.

The college's book catalog and electronic databases are available twenty-four hours a day, 365 days a year. With online access, students are able to access materials regardless of location. Staff interviews indicated that despite the increase in student use as stated in the self-study, staffing levels have not increased since the campus opened. One indicator of usage is the increased gate count from 991 per day in fall 2008 to 1,223 per day in spring 2010. Additionally, the college has increased the number of electronic books 557%. The Planning Agenda states that the tutor coordinator, librarian and associate dean of educational services will address deficiencies in online tutorials by 2012. (II.C.1.c)

The team found evidence that steps are taken to maintain the security of the library. The building is secured with key card security for external doors and electric gate drops to secure technical processing areas where laptops are housed. Faculty offices are secured behind gate drops, library materials are tagged with magnetic strips, hardware and software are maintained by the district information technology department, and a security guard patrols during closed hours. (II.C.1.d)

The team learned through staff interviews and through a review of evidence that the college has a number of partnerships with other libraries to expand offerings to students. The college maintains contracts with the Community College League of California for access to electronic databases. The Council of Chief Librarians-California Community Colleges provides usage statistics for these databases. The library maintains a contract with UCLA,

CSU Fresno, and Fresno Pacific University for inter-library loan services. The library collaborates with the University Charter School to house the seventh and eighth grade print collection provided by the University Charter School. (II.C.1.e)

The team found evidence that the college reviews processes and operations to make improvements. The library evaluates circulation and usages of books, databases, library website, laptop checkouts, and recommendations/suggestions given at the reference desk and during course orientations. Additionally, the librarian meets with the faculty and programs when curriculum is developed or revised in order to evaluate library materials to support curriculum changes.

The tutorial program in the Library and Learning Resources Center is accredited at five-year intervals through the College Reading and Learning Association. Additionally, tutor/client surveys are given to determine how the tutoring program meets the needs of students. The Planning Agenda states that a full-time tutoring position should be considered to improve outreach and demand at the tutoring center. (II.C.2)

Conclusions:
The self-study and Library and Learning Resources Center consider the lack of funding and staff as obstacles to fulfilling the mission of the department, and this is likely true. However, the Standard must be met regardless of budget limitations. With increased student use of facilities, material and resource use has and will increase. While the Library and Learning Resources Center acknowledges the insufficient resources, it attempts to adapt to the available resources and makes efforts to meets Standards.

Recommendations:

College Recommendation 1: Student Learning Outcomes
In order to meet these Standards and to ensure that the Student Learning Outcomes Implementation Plan advances to the Proficiency stage by fall 2012, the team recommends that the college establish quality assurance measures in its revision and assessment of Student Learning Outcomes at the course and program levels. The team further recommends that the college assess its SLO progress using the ACCJC rubric and establish ongoing authentic assessment that expands campus dialogue about teaching methods and tools that improve student learning. (II.a.1.c; II.A.2.b; II.A.2.f)

College Recommendation 2: Curriculum Review
The team recommends that the college enforce its five-year course review policy for curriculum review processes and cycles so that all curricula across the college are reviewed consistently and regularly. (II.A.2, II.A.2.a, II.A.2.c, II.A.2.e, II.A.2.f)

College Recommendation 3: Program Elimination
The team recommends that the college establish clear written policies and procedures regarding program elimination and significant changes to programs so that students can arrange to complete course requirements in a timely manner with a minimum of disruption. (II.A.6.b)

College Recommendation 4: Library and Learning Support Services
The team recommends that the college allocate sufficient funds for library materials, resources, and services to support student learning. The college should ensure that the quantity, currency, depth, and variety of materials, resources, and services support educational offerings, regardless of location or means of delivery. (II.C.1; II.C.1.a)

STANDARD III
Resources

Standard III.A: Human Resources

General Observations:
West Hills College Lemoore has a dedicated, qualified staff that is collegial and committed to student learning. The quality of the Self Study Report on Standard III A is excellent. Dialogue about activities pertaining to human resources is evident at many levels: professional development, budget committees, Planning and Governance Council, Academic Senate, discipline area staff, and budget development. Faculty, staff, administrators and students contribute to the planning process and provide input regarding evaluation, planning, and improvement.

Human Resources services are centralized at the district level. The college uses district approved human resource policies and procedures, and all faculty members meet minimum qualifications or possess education and experience that is verified by the Academic Senate's equivalency process. The district is instituting a professional code of ethics, and faculty and staff are evaluated according to a systematic process and timeline.

The district is moving forward on items identified for planning, including Equal Employment Opportunity and customer service trainings offered online by Keenan. The position of the district office is that the budget development timeline is adequate for recruiting and hiring faculty, but this timeline is under review at the college. Based on information provided by the district office, specific human resources concerns are addressed at the college level.

Findings and Evidence:
West Hills College Lemoore follows a clear process for recruiting, screening, and hiring all categories of employees outlined in Board Policy 7120 and Administrative Procedure 7120. Employees are hired on the basis of specified criteria described in publicly posted job announcements that describe the function and basic duties of the position, minimum qualifications, and required materials. Job descriptions are related to the college mission and goals and accurately reflect position duties, responsibilities, and authority. (III.A.1.a)

Candidates for employment at West Hills College Lemoore are interviewed according to a standard set of questions related to the position, and interview committee members use a scoring rubric to assess individual candidates. Faculty participate on all faculty hiring committees. In addition to adhering to district hiring guidelines for hiring and interviewing employees, the district offers a new employee orientation for all new hires. The college offers orientation for adjunct faculty each semester on the Wednesday evening prior to the beginning of each semester. Topics covered at the orientation include, for example, Veterans' Affairs, Waitlists, and Student Learning Outcomes. (III.A.1.a)

The district has evaluation processes in place for all employees. Evaluation procedures for faculty and classified staff are outlined in Collective Bargaining Agreements for each unit.

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Full-time instructors are evaluated according to clear timelines as evidenced in the Full-Time Faculty Evaluation Schedule. Evaluations for confidential/classified managers and administrators are comprehensive and in 2009-2010 included a component based on the "7 Habits of Highly Effective People" by Stephen Covey: a 360-Degree Evaluation, which yielded helpful information for those who participated. Results are filed in personnel files in Human Resources. (III.A.1.b)

The college's evaluation of online teaching faculty requires improvement to meet the standards. Through interviews and review of documents provided, it was identified that evaluations for adjunct online faculty are performed by a district employee. Student surveys for online courses taught by part-time and full-time faculty are customized for online delivery, but the current faculty evaluation procedures for adjuncts are for classroom-based classes only and should be enhanced to address evaluation in the online learning environment. There is also concern that the administrator involved with the evaluation of online faculty is a district administrator and not a campus administrator; further, campus administrators are not consistently involved in using the results of evaluation of part-time faculty for course improvement. In order to meet the Standards, specific criteria and procedures need to be developed for evaluating online teaching faculty. Evaluation of faculty should be the responsibility of the college to ensure consistent and fair practices regardless of instruction modality. (III.A.1.b)

All employees of the college are responsible for student learning outcomes. Because the development of course and program SLOs is part of full-time faculty negotiations, and because faculty were concerned about the possibility of faculty being evaluated on the achievement by students of course level SLOs, a Hold Harmless Policy was negotiated between the faculty bargaining unit and the district. The college is interested in increasing the level of accountability relative to SLOs, and to that end, has committed to three planning agenda items: 1) Strengthening the participation of part-time faculty in the assessment of SLOs, 2) Developing an evaluation procedure that includes assessment of SLOs that will be consistent throughout the district, and 3) Evaluating administrators, managers, and classified staff on the development of SLOs by fall 2011. The college has implemented SLO training in adjunct faculty orientation, and adjunct faculty are invited to participate in SLO assessment alongside full-time colleagues. Faculty have engaged in dialogue at the committee and learning area level about assessing learning outcomes at the course and program level. In the Culinary Program, SLO assessment has been used to improve learning outcomes and also to reconfigure the teaching space to accommodate a large increase in the number of students enrolled in the courses offered by the program. (III.A.1.c)

The code of ethics policy was defined in the West Hills Lemoore self-study as a planning agenda item to be implemented in spring 2011. At the district Board of Trustees meeting on March 8, 2011, the Chancellor's office presented a Review of Board Policy and Administrative Procedure 3050, Institutional Code of Ethics (CO-37) to the board. (III.A.1.d)

Although the state budget crisis has had an effect on the college's ability to replace vacancies, the district exceeds the required full-time faculty obligation. At the board meeting on March 8, trustees voted to approve numerous layoff notices for administrative, confidential, and classified staff. In spite of current budget obstacles, the West Hills College Lemoore president remains committed to planning for the future of the college. (III.A.2)

Board policies are available on the district website under Human Resources and Board Policies and Procedures. College groups have input to the board through the Planning and Governance Council and the Academic Senate. Policies and procedures aligned with the California Education Code and other applicable laws. Roles of members on interview committees are clearly defined. Training is available on demand for individuals serving as the Equal Employment Opportunity on hiring committees. The district human resources staff and college personnel monitor screening committees to make sure that they include gender and ethnic balance; positions are advertised in a variety of outlets, and positions are not forwarded without sufficiently diverse pools. In addition to these efforts, the district recognizes a need for ongoing equal employment practices training and has identified this as a planning agenda item. As of March 2011, there was no evidence that a schedule for ongoing training for equal employment practices had been established. Interviews with college employees confirmed the need for equal employment training. (III.A.3.a)

The district keeps personnel files under lock and key at the district office. Emergency Response Plan procedures are in place to ensure the security of personnel files, which are accessible only to Human Resources staff. College employees may access their personnel files upon request and by scheduling an appointment. (III.A.3.b)

In 2004, the district received the California Community College Chancellor's Diversity Award for Excellence. Understanding of, and appreciation for, diversity is a core value at West Hills College Lemoore. In fact, a student trustee from the college identified diversity as one of the most attractive aspects of the college. The college strives for diversity in the hiring of faculty, staff, and administration. The district HR office provides training that addresses diversity issues, including: Black Heritage Month, Hispanic Heritage Month, Women's History Month, Disability Awareness Month, and Migrant Fairs. (III.A.4)

The atmosphere relative to employee relations is collaborative and inclusive at West Hills College Lemoore. Students, faculty, staff, and administrators are approachable and strive to work collegially. Employees value relationships with one another, with students, and with the community. Even in challenging budget times, employees are committed to working together to serve students. (III.A.5.a)

The college plans and offers professional development opportunities to meet the needs of its personnel. The Employee Development and Success Committee is charged with developing, implementing, and monitoring professional development. The committee is responsible for professional development and training, employee recognition, and employee social activities and celebrations. Diverse speakers have been brought to the campus for employee development and have spoken on topics such as "Dealing with Difficult Students" and "Are you Healthy Enough to Serve?" The Employee Scholars program is available to all full-time

employees of the district and more than 25 employees have taken advantage of this opportunity. Professional development is assessed and evaluated through a survey given to participants following the professional development opportunity. (III.A.5.b)

The College's Budget Allocation Committee meets regularly beginning in the fall of each year. The budget is finalized in June, which some feel might have an impact on effective faculty hiring. The college plans to examine the timeline for requesting new faculty to avoid the implementation of recommendations being made too late for the effective hiring of faculty for the upcoming academic year. According to the March 2011 West Hills College Lemoore Board Report, the Budget Allocation Committee is working on the Budget Development Process Booklet, which has not been updated since 2004. The committee expects to finish the booklet and send a revised version to the Planning and Governance Council for consideration in spring 2011. (III.A.6)

Conclusions:
West Hills College Lemoore partially meets accreditation standard III.A. The college has identified several areas for improvement and is addressing planning agenda items in a systematic and timely manner. One area of concern was in the online teaching evaluation. It was noted that part-time faculty evaluation procedures do not address online instruction. There was also concern that online evaluations are currently being performed by a district administrator and the campus is not involved in the evaluation of online part-time faculty. (III.A.2.b) As of March 2011, there was no evidence that a schedule for ongoing training for equal employment practices had been established. Interviews with college employees confirmed the need for equal employment opportunity (EEO) training. (III.A.3.a) The College has identified the ongoing training of EEO practices as a planning agenda item.

Standard II.B: Physical Resources

General Observations:
The college has made an effort to develop policies and procedures which encourage dialog among constituents and results in consistent and on-going facilities review and upgrade, as funding and staffing allow. The district's current financial situation and its potential impact on the maintenance of the college's physical resources and future facilities urgently requires further review to determine if there will be a material impact on the ability of the college to provide necessary services.

Findings and Evidence:
The findings indicate significant progress in the provision and support of Physical Resources. Sufficient bond money exists to continue the campus build out and to improve campus technology. The self-study states that the Facilities Master Plan is driven by the educational program and the service needs of the community. The study further states that the facilities planning process is closely aligned with the Educational Master Plan and the College's Strategic Plan.

The college states that a comprehensive Facilities Master Plan for physical resource development, space utilization, and improved use of existing facilities has been developed and that it is aligned to the Educational Master Plan. The evidence provided as a Facilities Master Plan document is not a master plan document. This is a one page document. The Facilities Master Plan evidence provided in the team room (3.58) was the Space Inventory prepared by AP Architects. The binder did not contain a Facilities Master Plan or an indication of how the Facilities Master Plan or the Space Inventory informed and supported the Educational Master Plan. A review of the Educational Master Plan did not clearly provide a linkage between a comprehensive Facilities Master Plan and the Educational Master Plan because the Facilities Master Plan does not exist. (III.B.2.b)

Further review of evidence, coupled with interviews with the district Architect/Facility Planner and faculty and staff, has led to the conclusion that the college does not have a Facilities Master Plan. Instead, the college has a Space Plan and a Facilities Site Plan that support campus master planning and major construction projects. (III.B.2.b)

The physical space and layout at WHCL exemplify the highest quality of educational facilities. Classroom, lab, and common areas support student access and success. Student instructional technology and faculty and staff communications technology are generally current and highly effective in providing an educationally sound student experience and a productive work environment. Examples of the college's investment in these resources include the new Simulation Lab and the updated and improved videoconferencing facilities. (III.B.1)

A strong relationship exists between the Facilities Committee and the Risk Management Committee, resulting in an efficient use of physical resources that accrues to the maximum benefit of students. A shared governance process facilitates communication, discussion, and decision making with input from all constituent groups. This drives facility and physical resource allocation decisions on- and off-campus. Faculty and staff had concerns about their ability to impact building and instructional area design decisions including equipment acquisitions. Specifically, it was stated that the college had not responded to requests to reschedule the Facilities and Safety Committee meeting. The current Tuesday morning, 10:00 a.m. meeting is not conducive to faculty teaching schedules. (III.B.2)

There is also a general feeling that the district staff and Architect/Facility Planner are not flexible or responsive to faculty and staff concerns. One faculty member went so far as to say that the "buildings look great, but you can't teach in them." (III.B.2)

Evaluation reports are reviewed to determine need and establish resource allocation priorities. Similarly, a strong and exemplary relationship between the Naval Air Station, Lemoore and the College exists assuring that the facilities made available to students on the base are supportive of an appropriate and strong student learning environment. (III.B.1)

The college states that the five-year Facility Master Plan outlines the college and district guidelines for efficient plan and space utilization. Given the nature of the evidence presented, it is difficult to assess the accuracy of this statement. (III.B.1. a)

Capacity and load data provide evidence that the college is optimizing its room usage in compliance with state standards. (III.B.1.a)

Of significant concern is the dramatic reduction of Maintenance and Operations staff, which limits response time in the completion of preventative maintenance and other required repair services in support of the college. There is a striking lack of maintenance and operations staff. The campus employs only one skilled maintenance worker and no other trades people. Further, this individual is responsible for event set-up and tear-down activities as well as shipping and receiving. As a result of this staffing challenge, the Director of Maintenance, Facilities, and Auxiliary Services must perform skilled maintenance worker duties; thus diverting time away from his management responsibilities, which include event management and security services. In addition, this situation may violate the district's classified staff California Schools Employee Association (CSEA) agreement. (III.B.1.b)

Custodial staff is minimal and likely not able to adequately maintain a facility of the size of the Lemoore campus. Several faculty commented on the lack of custodians and groundskeepers and the impact on facilities. (III.B.1.b)

The addition of the Sports Complex scheduled to come on line May 1, 2011 will further exacerbate maintenance, facilities, and security staffing issues. It is not clear how the college and district plan to meet the increased demand for services in support of student success. (III.B.1.b, III.B.2.a)

The district Architect/Facilities Planner has advised the Board of Trustees that the district is operating at less than 50% of maintenance and operations staffing required to adequately maintain district facilities.

Overall, the maintenance and operations staffing condition could have short- and long-term negative consequences compromising student learning and success. The college is encouraged to develop mitigation plans. (III.B.1.b)

The director and his staff are to be highly commended for maintaining the facilities as well as they do given staffing challenges. A strong sense of mission and camaraderie exists based on the strong leadership in place.

The college recognizes that the total cost of ownership relating to equipment maintenance, replacement, and staff required for ongoing support and cleaning is a challenge. College staff did not know if a total cost of ownership plan existed. (III.B.2.a)

Campus interviews indicated that the college has not addressed the scheduled maintenance needs of a facility entering its second decade of service. Facilities staff was not able to provide information about total cost of ownership in support of a ten-year-old campus, and they were not aware of any plans to support major repair or replacement projects such as roofs, asphalt, painting, sidewalk, and plumbing repairs brought on by high alkaline

concentrations in the water supply that impact pipes, concrete, and landscape. An equipment replacement plan was not readily apparent or available. (III.B.2.a)

Conclusions:
The college has been somewhat responsive to this Standard as it pertains to shared governance. It is not clear that constituent groups have engaged in discussion and decision making to the degree needed. Greater attention should be paid to the concerns noted by faculty and staff.

From the perspective of staffing, scheduled maintenance planning and budgeting, and total cost of ownership, the college has not met the standard. Although budget constraints are a reality, the limited support of Standard III, Physical Resources, places the college at risk regarding future costly maintenance and service interruption issues that will negatively impact students.

A Facilities Master Plan does not exist and therefore does not inform and support the Educational Master Plan. The space utilization plan is not the Facilities Master Plan, and it is extremely difficult to determine how and who makes the decisions on building needs for instruction and student services.

Planning Agenda items are supportive of the Standard and reflective of institutional needs.

The college partially meets the requirements of this Standard.

Standard III.C: Technology Resources

General Observations:
The Information Technology Services (ITS) Department at the district supports the college's IT needs, providing infrastructure equipment and support as well as general hardware and software support. Some hardware and software is funded through grants. Technical support is provided by one of four IT technicians employed by the district but deployed to be on site at the college one week at a time. From a review of the computer labs and from talking with faculty, staff, and students, there appears to be sufficient computer equipment available.

Training is provided for students, faculty, and staff through the Academic Technology and Training (ATT) department, also based at the district. A district Educational Technology Specialist is permanently deployed to the college campus to oversee and coordinate training for all constituencies through face to face and other offerings. Additionally, this specialist supports faculty in online courseware development and supports online courses when they are delivered. Further, the specialist provides support for videoconference courses. Help desk support is also provided through the district through email and telephone support 8:00 a.m. to 5:00 p.m. weekdays.

A Strategic Plan for Technology, in general, and a Strategic Distance Education Plan have been created to guide technology planning and support. For specific technology requests, the campus Technology Committee reviews and evaluates these requests and then forwards them

to the Technology Advisory Team (TAT), a district committee that has membership from the college s and the district. After review, the TAT forwards requests to the district Technology Committee (DTC) for final action.

Findings and Evidence:
The district provides support of the college's academic and administrative computing. Four technicians are housed at the district office. At least one technician is on the Lemoore campus daily. These individuals support student computer labs, staff computers, telecommunications infrastructure, and other computing-related technology needs. Service and repairs and equipment preventative maintenance occur in a relatively timely manner despite a somewhat limited number of support technicians. Student labs have the newest equipment.

The team found that the college assures that the technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems. Support for telephone, video, data networks, central computer, data centers, online class registration, fee payments, transcript requests, library management system, and textbook ordering are all supported and maintained by the district's Information Technology Services (ITS) department. The Blackboard learning system was purchased after evaluations and input from faculty and staff from across the district. MyWestHills Portal, based on SharePoint, serves as the main college wide communication channel for students, staff, and faculty. The student email service Live@Edu will be implemented in June 2011.

The college has its own Technology Committee that initially reviews technology requests before forwarding them to the district's Technology Advisory Team (TAT). The district's TAT is comprised of faculty, administrators, and students from across the district. It reviews requests and makes recommendations to the district Technology Council that prioritizes and takes action on information received from TAT. The District's information technology department also supports the emergency notification system, help desk, and end user technical services. Since there is little student participation in technology planning, the team supports the college's Planning Agenda, which states that the college will increase student participation in the Technology Committee and Technology Advisory Committee. (II.C.1)

The team found that the college provides technology services, professional support, facilities, hardware, and software with the goal of enhancing the operation and effectiveness of the college. The district's technology services enhance the operation and effectiveness of both colleges through standardized purchasing of software and hardware. Before college units purchase hardware and software, they must be tested against the district's technology infrastructures to ensure compatibility and institutional efficiency.

A district-wide switch replacement was recently completed, dramatically increasing the bandwidth available in classrooms, for videoconferencing, and for distance education (online). The district has made the development of a robust digital backbone a high priority given its service area. Robust technology supports instructional and student services activities and drives staff productivity. District technology staff works closely with the college Chief Instructional Officer to make certain adequate technology is provided to support student

needs. The staff also works closely with faculty to provide specific computing hardware and software in support of instructional programs. District staff regularly lead technology in-service activities on- and off-campus and work closely with employers to provide educational opportunities that support the needs of local employers. The Planning Agenda states that the campus will be surveyed for future technology needs and forward information through the college and district committees. (III.C.1.a)

The team found that the college, through district services, provides a variety of quality training in the effective application of its information technology to both students and college personnel. Students, faculty, and staff at the college receive training through various methods including face-to-face classroom training, online training through @One, provided by the California Chancellor's office, through videoconference courses, and other means. A district Educational Services Specialist is housed at the Lemoore campus, providing support for online education and for training in a variety of technical subject areas.

Through the use of the MyWestHills portal, students and personnel can access previous recorded training videos. Specific training can also be requested through the portal, if a video isn't available. The college also has a live help desk for technical issues that is accessible via phone and email 8:00 a.m. to 5:00 p.m. weekdays. The college also receives some feedback from students through the Town Hall meetings. Responses to satisfaction surveys taken after training sessions are positive and show that users learn needed skills through these training sessions.

Notably, the college has planning agenda items to improve student technology training and to explore ways to make the optional "Online Readiness" quiz more visible. While the team supports both agenda items, it is especially important to work to ensure that more potential online students complete the readiness quiz. It stands to reason that students who complete the readiness quiz will be better prepared to undertake and be successful or decline to participate in online classes. If more students understand their own readiness for online learning, it makes sense that success and retention figures for online courses should improve. (III.C.1.b)

The college systematically acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. Through the use of the Technology Strategic Plan the district assesses and considers improvements in key areas. The Information Technology Services Department generates fixed asset aging reports so that there is clear information about the systems that require replacement. It is important that the college be careful to plan for sufficient support personnel for technology equipment, especially equipment purchased through grant funding. Grant purchases of equipment are positive, especially in these times of declining budgets; however, it is very important to ensure that funding be provided to support the additional equipment. (III.C.1.c)

The college provides distribution and utilization of technology resources to support the development, maintenance, and enhancement of its programs and services. Through the district's information technology services, the college's distribution of classroom technology, voice, video, and data technology is standardized. Maintenance of technology is also

coordinated through the district technology services. Enhancements to technology are suggested through feedback from college students and personnel in the form of surveys, help desk trends, and personal communication. During the team site visit, students were taking a survey of the recently changed print policy at the Library and Learning Resources Center. Enhancements and new technologies are also presented to campus staff; for example, when new instructional technologies were tested at the 2009 Flex Day, leading to a new classroom standard. (III.C.1.d)

One of the college's goals in the Educational Master Plan is to support learning and to effectively maintain and increase resources and productivity. The college's technology planning is based on the district Technology Strategic Plan and supports learning technology. Examples of this are the implementation and support of the learning management system Blackboard and the MyWestHills Portal which have become widely used to share information and resources, such as documents to assist in productivity. A tri-level committee structure assesses the effective use of technology resources. The college's Technology Committee makes recommendations to the Technology Advisory Team, which makes recommendations to the district Technology Committee. Personnel stated that projects are prioritized at the district level. Planning Agenda Items state that the college will expand the composition of the district Technology Committee to include faculty and classified staff. The college meets this standard except for planning for sufficient staffing to support new technologies, as described in Recommendation #5. (III.C.2)

Conclusions:
The team is impressed with the availability of up-to-date technology on the college campus and with the wide variety of training available to students, faculty, and staff. Students and college personnel interviewed are aware of the technology and of the support available to them. In interviews, some personnel felt that technology control maybe too centralized and rigid with respect to standards. Technology support for the increasing amount of equipment, buildings, and persons using technology needs to be incorporated in future staffing. In interviews, it was apparent that much of the college's computer and video-technology has fortunately been acquired through grant funding; however, additional personnel to support the added technology have not been provided. With limited personnel, technology support is quite responsive.

Standard III.D: Financial Resources

General Observations:
West Hills Community College District's adopted general fund unrestricted budget for 2010-2011 is $35,433,029. The district's revenues are $25,272,790 in apportionment revenue, $2,973,671 in property taxes, $973,305 in enrollment fees, and $2,113,263 in miscellaneous revenue (lottery, interest, non-resident fees, and other miscellaneous income). West Hills College Lemoore's 2010-2011 adopted budget is $12 million. The district beginning balance for the 2010-2011 year was $4.1 million representing 12.6 percent of the 2009-2010 fiscal year budget. Total district expenses for the 2010-2011 year are estimated at $35,433,029, which also includes a projected ending balance of $2,812,053 or 8.9 percent of the $31,333,029 revenue. The adopted budget includes all formula-directed compensation

increases and transfers to annualized debt service for the Certificate of Participant (COP). The college had an estimated unfunded liability of $5,392,824 as of November 1, 2008 associated with active and retiree employment benefit liabilities. The district has funded $1.4 million towards the benefit liability and budgeted $500,000 per year to cover the remainder of the balance.

In November 2008, the communities of Lemoore, Avenal, and Riverdale approved Measure E, a $31 million dollar general bond. The college has established a Measure E bond oversight committee and the oversight committee held its first meeting in December 2009. In addition to the Measure E, general obligation bond, the district has issued a series of Certificate of Participation (COP). Both the general obligation bond and COP are used for facility improvements and new construction.

Findings and Evidence:
Financial planning is integrated into the college's planning and supports intuitional planning. The Board of Trustees and district have adopted budget development policies (BP 6200) and administrative procedures (AP 6200) which provide guidance for budget development and support institutional planning (III.D.1.a).

The college has developed a budget development process which is grounded in the program review process and links back to the mission and goals of the college. WHCL has established a Budget Allocation Committee (BAC) which provides leadership in budget preparation and recommendations to the college's Planning and Governance Council (PGC). The foundation of the college's budget development process is through program review and Area Budget Committees (ABC). The college has four ABC committees (two instructional and two non-instructional) that prepare budget requests in the fall semester. Budget requests are forwarded to the campus's BAC committee for review and recommendation to the PGC. For the past two years, the district has received no new funding; therefore the college has had to reallocate funds within individual budgets. From review of the procedures, meeting minutes, and interviews there is evidence that financial planning is integrated and supports intuitional planning. (III.D.1.a)

WHCL's intuitional planning process reflects realistic assessment of financial resources. For the past two years the college has reduced financial resources through employee furloughs, expenditure reductions, early retirement, and reductions in course offerings. From these actions, the college's planning reflects a realistic assessment of the availability of financial resources. Further evidence of this realistic assessment of reductions in resource allocations was in the Board of Trustees action to prepare March layoff notices to classified, faculty, and administrators. This action was taken at the March 8, 2011 Board of Trustees meeting. (III.D.1.b)

The college has reached out to community partners and other outside agencies to develop external resources. Evidence of this outreach effort was identified in the President's Community Forums and through the external partners the college has developed. These partnerships have included the Naval Air Station at Lemoore, City of Lemoore, Lemoore

Elementary School District, Lemoore High School, Fresno County Workforce Investment Board, and other Kings County agencies. (III.D.1.b)

After several faculty and staff interviews, the 2008-2010 budget reduction actions agendas and minutes, the Board of Trustees agendas and minutes, and the specific campus reductions, and external partnership agreements documents, it was determined that institutional planning reflects realistic assessment of financial resources and the development of financial resources through partnerships. (III.D.1.b)

Long-term liabilities and obligations are identified and planned for by the district. The district has identified $5.3 million in long-term liabilities related to GASB 45 pre and post-retirement benefits. The district has set aside $1.4 million to cover the long-term liability and annually allocates $500,000 to meet the district's long-term obligation. As part of the district's financial planning, long-term obligations are considered to ensure financial stability. (III.D.1.c)

The district also maintains reserves to meet economic uncertainties. At the close of the 2009-2010 year the district held $4.1 Million (12.6%) in reserves. From district's 311Q (December 31, 2010), the district projects an ending fund balance of $2.8 million at the close of the 2010-2011 year. In addition to the general fund reserves, the WHCCD has also set aside $10.1 million in capital funds for local matching dollars related to state-funded capital projects (Note: State-funded projects have been delayed because the state has not moved forward with a statewide educational bond since 2006). (III.D.1.c)

WHCCD Board of Trustees have established board policy (BP 6200) and administrative procedures (AP 6200) regarding budget development and a budget development timeline. In addition, administrative procedure (AP 6225) clearly defines the resource allocation process used by the district. Both board policy and administrative procedures provide clear definitions and guidelines for the campus in both budget development and allocation of resources. (III.D.1.d)

West Hills College Lemoore (WHCL) has a budget development process and has documented this process through a Budget Development Process procedure. At the time of the accreditation visit, the college Budget Allocation Committee (BAC) was in the process of evaluating and revising the existing procedures for final recommendation to the college's Planning and Governance Council (PGC). WHCL's budget development process is aligned with the district budget development process and timeline. Membership of the BAC is determined by the college's PGC and has representatives from classified, faculty, administration, and one student. Again, the WHCL budget development timeline is aligned with the district budget process to ensure that the campus resource requests are addressed in the district budget development process. Based on a review of the board policies, administrative procedures, campus planning processes, interviews, and observations it was determined that the college has developed clear processes and guidelines for financial planning and budget development. Through a review of the committee membership and review of meeting minutes, it was determined that all constituencies have appropriate opportunities to participate in the development of financial plans and budgets. (III.D.1.d)

The Independent Auditor's Report for the years ending June 30, 2008, 2009, and 2010 reported no material findings. Through a review of the Independent Auditor's Reports it was determined that district and college funds are appropriately allocated and accurately reflected. With no material findings listed in the reports, the district and college were not required to respond to any findings. Based on this review, it was determined that college is meeting the Standard. (III.D.2.a)

Financial information, Independent Audit Reports, and financial presentations are communicated to the Board of Trustees and available to campus staff, faculty, administrators and students. There is evidence that current financial information has been communicated through a President's Forum, weekly President's e-mail, and Chancellor communication. The district office has provided tentative, adopted budgets, and audited financial statements online and through the district Budget Office. Based on a review of the evidence and through interviews it was determined that appropriate financial information is provided throughout the institution and campus community. (III.D.2.b)

The WHCCD Board of Trustee policy (BP 6200) mandates a minimum reserve of five percent. Through a review of the 311Q (12-31-10) and the annual Independent Audit Reports for the last three years ending June 30, 2008, 2009, and 2010 it was determined that each year the district had reserves of more than five percent. For the 2009-2010 fiscal year the district ending balance was approximately $4.2 million at 12.8 percent in reserves. During the 2008-2009 year the district had $1.9 million in reserves (5.4 percent) which were a result of cost cutting strategies including: voluntary furloughs, expenditure reductions, early retirement incentive, and reductions in course offerings. These cost cutting strategies during the 2009-2010 year resulted in a boost to the district ending balance. (III.D.2.c)

The district has been proactive in meeting the state deferments in apportionment funding. The district has access to Tax Revenue Anticipation Notes (TRANS) and 60-day loans from the Fresno County Treasurer's Office to cover cash flow shortages related to state deferments. (III.D.2.c)

The West Hills Community College District Foundation is governed by an independent Board of Directors and expenditures are aligned with the mission and goals of the foundation. The West Hills College Foundation supports campus events, student scholarships, summer youth programs, and campus outreach activities. The foundation is independently audited annually by an external auditing firm. The foundation has consistently received clean audits and no material findings were reported in the last three years. The foundations total assets as of June 30, 2010 totaled $2,211,086. (III.D.2.d) (III.D.2.e)

WHCL prepares contractual agreements in compliance with district office Business Office Procedures Manual and Board Policy 3517 and Administrative Policy 3517. From discussions and interviews with campus representatives, the college works with the Vice Chancellor of Business and Human Resources to determine the appropriate contractual agreement and must have approval of the campus president, the Vice Chancellor of Business and Human Resources, and the Board of Trustees. The college identified a planning agenda

item in this area and recommends that the Business Procedures Manual be distributed to the greater campus community and additional training be provided. (III.D.2.f)

All areas of the campus and district Business Office undergo periodic program reviews, where processes are evaluated and recommendations are prepared. Annually, the financial controls are reviewed by independent external auditors. Review of the last three external audits revealed no material findings; however, areas of improvement were identified and communicated to the Board of Trustees and management through a management letter. In addition, the district office recently completed (2009) a survey of district operations. Based on a review of the survey ratings it appears that ratings are favorable. The self-study identified areas of evaluation and improvements in the areas of electronic payroll deposits and electronic student financial aid deposits. (III.D.2.g)

The college performed a self evaluation of the Budget Allocation Committee (BAC) process. In this evaluation, the college realized that the existing process did not align with the new institutional planning process. Based on this evaluation, the college revised the BAC planning process and at the time of the accreditation visit the BAC was in the process of finalizing the new procedures. (III.D.3)

Conclusions:
The college financial planning process relies on the mission and goals of the college. The college and district are financially sound with strong reserves. The college and district operate with a balanced budget and plans for long-term obligations. The college's institutional planning and financial resource allocations are integrated and include a participative planning process. Processes for financial planning are well documented and available to the campus community. Institutional financial planning reflects realistic assessment of the financial condition and, when appropriate, the college partners with external organizations. The college and district have been proactive in meeting the financial crisis facing the state of California and financial and operational plans are in place to address the worst case known at the time of the accreditation visit.

Recommendations:

District Recommendation 2:
In order to increase effectiveness, the teams recommend that the district work with the colleges to develop evaluation procedures for online faculty and that evaluation results be incorporated in personnel evaluations for the purpose of improving online learning. (Standard III.A.1.b, III.A.1.c)

District Recommendation 3:
To meet Standards, the teams recommend that the district and the colleges develop a Facilities Master Plan that addresses facilities preventive maintenance and adequate maintenance staffing for all facilities, as well as an equipment replacement plan that addresses the total cost of ownership for all equipment, including technology equipment. (Standard III.B.1.a, III.C.1d)

College Recommendation 5: Physical Resources Recommendations
In order to meet the standard, the team recommends that the district and college develop a Facilities Master Plan and staffing plan which address facilities maintenance, equipment replacement, technology, and total cost of ownership and ensure facilities and maintenance staffing is adequate to sustain existing and new facilities. (III.B.1.a, III.B.1.b, III. B. 2.a, III.B.2.b)

STANDARD IV
Leadership and Governance

Standard IV.A: Decision-Making Roles and Processes

General Observations:
West Hills Community College Lemoore established a governance structure that promotes all constituents involvement in the planning and decision making process. The Planning and Governance Council, Student Success Committee, Student Learning Outcomes Committee, Institutional Effectiveness and Program Review Committee, Employment Development and Success Committee, Budget Allocation Committee, Facilities and Safety Committee, and Technology Committee are the key committees on campus. These committees function as the platform for discussion and formulation of policies and practices, which directly relate to instructional programs and services and directly impact the educational success of the WHCL students.

There is a structure for the college to communicate with the district. For many policies and practices, the district initiates the discussion and requests input from the College constituents. Input from the College is shared with the district. It is unclear to what extent the input from the College is taken into consideration when decisions are made at the district level. College constituents (faculty, staff, students) perceive that there is little or no communication from district personnel about recommendations forwarded to the district by these constituent groups. District staff should work collaboratively with college constituents to formalize and improve the decision making process and communication pathways. The goal is to develop a transparent process to assure that campus faculty and staff have a significant voice in decision making and that decisions are made in a timely manner. There is a sense that college faculty and administrators exist in a district "top down" environment and do not have the latitude needed to best support student and community needs.

When appropriate, WHCL faculty communicate with their colleagues at the Coalinga campus regarding issues focusing on curriculum, instruction, and those pertinent to the Faculty Association (union). The autonomy of each campus to make decisions pertinent to each institution is an important component of institutional decision making. Recognizing the volume of distance learning courses offered by both institutions and the control of the distance learning courses at the district level, college discipline faculty and administrators should be more actively engaged in the discussion and coordination of instructional content. Further, college faculty and students should have a substantive role in assuring faculty accountability pertinent to online and hybrid courses.

It is unclear the extent to which faculty and staff input is directly tied to district campus budget allocation decisions.

Findings and Evidence:
In response to Recommendation 1 from the 2006 accreditation report, the college established policies, procedures, and practices which provide clear and delineated processes for shared

governance. As evidence, the college developed an Educational Master Plan, revised its Student Equity Plan, updated the governance plan, wrote SLOs for courses and programs, and began to assess the SLOs to help guide instructional and unit improvements. The policies, procedures, and practices are widely communicated to all constituents through documents, electronic copies, and postings. The clear and delineated policies, procedures, and practices provide a mutual starting point for discussions on issues which are pertinent to the college's educational programs and services. Further evidence is provided in the following policies: Board Policy and Administrative Policy 2510 and Board Policy and Administrative Policy 2410. (IV.A.2a; IV.A.3)

The college established several committees that work collaboratively to address pertinent issues. These committees are comprised of key institutional constituents. The constituents work well to create an environment that welcomes a variety of viewpoints, uses different perspectives to openly discuss relevant issues, and then works as a team to make recommendations for further action. The committee members have a collegial working relationship, which enables open dialogue to effectively create a smooth pathway from issues, to ideas, to discussion, to consensus, to policy. As evidence, the college instituted the Planning and Governance Council, Student Success Committee, Student Learning Outcomes Committee, Institutional Effectiveness and Program Review Committee, Employment Development and Success Committee, Budget Allocation Committee, Facilities and Safety Committee, Technology Committee, and District Leadership Council. (IV.A.1; IV.4.3)

As the instructional leader of the institution, the college president, sets the charge and tone for discussions and actions which improve the instructional programs and services at the college. The college president is well-respected by faculty, staff, administrators, and students. Under his leadership and the guidance of the two college vice presidents, the institution has an environment that welcomes open dialogue and strategic problem solving to address instructional and student services concerns. During conversations with faculty and staff, it is evident that the college leadership team has developed an honest and mutual respect for the contributions each make to the educational endeavors at the college, and as a result, the roles and responsibilities for shared governance are established and working effectively. (IV.A.1)

The Academic Senate representatives have a clear understanding of their roles and responsibilities. They work as a collective group to make recommendations pertinent to faculty issues. The protocol by which Academic Senate issues become board-approved policies is unclear. The pending Academic Freedom Policy is evidence of this disconnect between the college and the district. Specifically, the Academic Senate produced the Academic Freedom Policy for the institution in 2010. This policy made its way through the appropriate channels at the institution and then was forwarded to the district office for board approval. The Academic Freedom Policy was revised and returned to the Academic Senate for its approval. The Academic Senate president reported that after several attempts to determine why the Academic Freedom Policy supported by the Academic Senate was not approved by the Board, none was provided. At the March 8, 2011 Academic Senate meeting, all members rejected the proposed policy developed by the district. There appears to be a lack of understanding about who is responsible for developing policy that directly affects faculty and how these policies are enacted. (IV.A.2b)

The district and college have made a concerted effort to educate leaders on the purpose and importance of accreditation and the development of a self-study report. Commission staff have presented to district and college faculty and staff as well as the Board of Trustees. The college's vice president of educational services has been active in the accreditation process as the college's accreditation liaison officer and has frequently presented on accreditation matters alongside commission staff. (IV.A.4)

The college developed an evaluation of its shared governance and decision-making processes that includes faculty, staff, and student participation. A district/college functional mapping survey has been distributed to all staff to assess their understanding of college and district functions. Results of the survey are reviewed by the Planning and Governance Council for the purpose of identifying areas of responsibility that are confusing to constituencies and to develop processes to clarify the roles and functions of staff and departments. These activities have resulted in several actions that have helped strengthen decision making roles and processes. (IV.A.5)

With regard to the decision making processes that directly impact instructional programs and services, there appears to be a clear understanding about how this process works at the institution. However, there also appears to be a lack of understanding by college personnel regarding how decisions are made by district personnel who directly affect the instructional programs and services at the college. College constituents (faculty, staff, and students) expressed concern regarding the ways in which decisions are communicated from the district level. From our discussions, these stakeholders indicated that after their recommendations have made their way through the appropriate college pathways to the district level, little or no response from the district is forwarded to the college constituents. Faculty, staff, and students are left wondering if their recommendations and concerns are being addressed and by whom. Little or no information was communicated to them through appropriate channels. For example, it was reported in the area of technology that recommendations forwarded to the Planning and Governance Council and then on to the district often went unresolved or there was no communication back to the Technology Committee as regards final disposition. In addition, the Academic Freedom Policy, approved by the Academic Senate and forwarded to the Board was returned with a document prepared by the district. No rationale was offered as to why the Academic Senate-approved policy was denied. Also, curriculum approved by the college curriculum committee and forwarded to the Board was denied without communication to the curriculum committee, and denial was discovered from the Board minutes. Among the constituent groups, there was general consensus that their input may not be considered when decisions are rendered. In the spirit of shared governance, the district and college should work collaboratively to clearly delineate how decisions are made and communicate the decision making process openly to all constituents. (IV.A.1; IV.A.2.a; IV.A.2.b; IV.A.3; IV.A.5)

There is no evidence that indicates the decision making process is directly tied to budget allocations for instructional programs and services. (IV.A.2.a)

Conclusions:
The college has a working structure that promotes open dialogue for discussions about policy and procedures. The process is regularly evaluated to ensure that the process reflects and responds to the campus work.

The educational leaders at the institution (president and vice presidents) are instrumental in creating an environment for open dialogue about issues pertaining to the institution. Faculty, staff, and administrators have a collegial working relationship and it is evident that the educational needs and interests of WHCL students are at the forefront of the work they do.

The decision-making process at the college is clear and transparent; however, the process and criteria used by the district to make policy decisions that directly impact the instructional programs and services at the college are not clearly defined or communicated. There is also the perception by college faculty that the decision making structure is a top down directive by the district and that decisions, policy and practices are not clearly delineated or communicated.

A protocol which directly links the decision making process to budget allocation should be established.

IV.B Board and Administrative Organization

General Observations:
The district has been fortunate to have both consistent Board memberships over recent years along with the stability of a long-standing and effective chancellor. Within this stable leadership environment the district has been able to embark on an action plan to expand access to the communities it serves, and it is in the process to improve student success. Through effective leadership and stewardship, the district has seen dramatic growth in regards to the students served during this recent period, as well as significant expansion of facilities throughout the district, leading to the evolution from a single college district to a multi-college, multi-site district.

In this environment there is a clear sense of pride at the WHCL campus. This pride extends to being part of a district that has made significant strides in a relatively short period of time. That is not to say that district leaders are not challenged as a result of the recent growth and expansion, the move to a multi-college district model, and the current state economic conditions. While the philosophy of both the chancellor and the Board of Trustees is generally to "provide the college's local autonomy," there is a perception from the campus community that the district office runs the college and makes the final decisions that both colleges must adhere to and implement.

The team found that bylaws and some policies are not available on the web. While most of the policies and procedures that are numbered in the 4-digit numbering system are located on the district website, policies and procedures that are numbered in the 3-digit numbering system are available upon request from the Chancellor's Office and not at the College. The

team observed that some policies and procedures have not been updated. In order to meet the Standard, the Chancellor's office must assure that the district website contains ALL policies and procedures and update them as prescribed in its own policies and the college's planning agenda. (IV.B.1, IV.B.1.b, IV.B.1.d, IV.B.1.e)

The Board has evolved with the district and has put in place the policies and mechanisms to effectively govern a dynamic and complex district. The Board has established policies and procedures that address this new organizational structure, and they have empowered the Chancellor to effectively lead the district and carry out the necessary administrative responsibilities.

The President of West Hills Community College Lemoore reports directly to the district Chancellor who reports to the West Hills Community College District elected Board of Trustees. The college president is responsible to the chancellor to implement and enforce district policies and is the final authority at the college level. The West Hills Community College District Board of Trustees develops institutional policies and delegates responsibility to implement these policies to the Chancellor who then delegates the authority to the President of West Hills College Lemoore. (IV. B.2)

Written documents, such as the self-study and board policies, indicate that the President receives his authority from the Chancellor. A general observation is that the college president is very effective in providing the leadership for planning, organizing, budgeting, selecting and directing personnel, and assessing institutional effectiveness after receiving parameters, guidelines and budget allocation from the district. The president has identified the appropriate committees to assure that all constituents of the college have an opportunity to participate in the development of the strategic plans, educational master plan, institutional effectiveness, and the accreditation process. The President oversees and evaluates an administrative structure that is organized and staffed to reflect the college's purposes, size, and complexity. The current president has served the college in this capacity since 2004.

Findings and Evidence:
The Board subscribes to the League's Policy and Procedure Service and as a result is diligent in establishing, maintaining and regularly reviewing and updating district policies. Among the district's adopted policies is Board Policy 2430 which delegates authority to the Chancellor to administer the policies which the Board has enacted. The Board has also adopted policy 2433 that outlines the selection of a new chancellor, as well as BP210 that address his/her evaluation. The Board establishes and acts on policy that is consistent with its role and related laws. The Board has adopted a number of policies including BP 6200 and BP 4020 that address the Board's commitment and role in assuring the district's and college's commitment to quality, effectiveness of student learning, and the financial stability of the district. (IV.B.1)

Interviews validated the evidence that the district has an effective board that is focused on policy-making that ensures the effective operation of the district and the greater public interest. This is further evidenced by Board Policy and Administrative Procedure 2715, which clearly defines the Board's code of ethics, and BP 2710 that addresses conflict of

interest for board members, along with the corresponding Administrative Procedures 2710 and 2712. (IV.B.1.a)

The Board has acted in a manner consistent with the district's and the college's mission statements and demonstrates a commitment to quality, integrity, and the improvement of student learning and related support services. The annual policy review schedule systematically guides the Board through a process that ensures their alignment with the abovementioned goals. As a result of this process, the Board has reviewed and updated numerous policies that positively affect student outcomes and range from program and Curriculum Development (BP 4020 in 2008) to Enrollment (5055 in 2009). (IV.B.1.b) Interviews, established policies (BP 6200) and evidence of board actions demonstrate that the Board has the ultimate responsibility for educational quality, legal matters, and financial integrity. The Board is well-informed through frequent presentations at board meetings and retreats provided by subject matter experts, as well as regular communications from internal and external sources. (IV.B.1.c)

The most recent Board's Policies and Procedures are readily available to the college community and the public at large through the district website under both the Board tab, as well as the Chancellor's section. These sections include the policies that outline the Board's composition, including a student trustee, size, duties and responsibilities, as well as the structure and operating procedures (BP's 2010, 2015, 2210, 2220, 2305, 2310, 2315, 2320, 2340 and 2345). There is an older three digit band of Board Policies that are still in effect and referenced in the self-study. These older policies pre-date the League's Policy subscription services that are readily available online. These older policies are available only in hard copy form at a limited number of locations at the district office and the two college presidents' offices. (IV.B.1.d)

Interviews with district personnel and the minutes of board meetings provide evidence that the Board acts in a manner that is consistent with its policies, role, and authority. The district subscribes to the Community College League's Policy and Procedure Service, which provides the Board and district with timely communications regarding needed policy review and changes. This feature, combined with the Board's annual schedule of Policy review and BP 2410, demonstrates that policies and practices are reviewed and updated regularly and systematically. (IV.B.1.e)

Although the current board members have been seated for some time and are experienced, the Board has adopted BP 2740 to support board development and new member orientation. The Board has a comprehensive Board Handbook that provides essential district information on topics ranging from district history and demographics to board member roles and operations, supplemented by ongoing workshops and study sessions at the meetings. The Board also ensures continuity of board membership by staggering member terms of office and elections as outlined in BP 2100. (IV.B.1f)

The Board engages in an annual self-evaluation process that is consistent with its Board Policy 2745 and the related Administrative Procedure. The process for Board evaluation is

clearly defined and published within its normal array of policies and is executed consistently. (IV.B.1.g)

The Board has a Code of Ethics Policy (2715) and a related Administrative Procedure. This Policy and Procedure outlines expected board behaviors and standards of practice, as well as a process for dealing with a board member's actions that violate the standards and the associated consequences. (IV.B.1.h)

Minutes from board meetings and interviews from key district staff show that the Board is presented regular/monthly updates and reports about the accreditation process in the district and at the colleges. BP 3200 directs the Chancellor to keep the Board informed and involved in accreditation where appropriate. The Board has even had a workshop retreat presented by the accrediting commission president regarding "Accreditation Expectations." (IV.B.1.i) Due to the longevity of the current Chancellor, the Board has not had to enact the process for selecting a new Chancellor for some time. The Board does, however, have in place a policy and procedure for selecting a new Chancellor (BP and AP 2433) and evaluating him/her as well. The Board has also established BP 2430, which delegates the authority and responsibility to the Chancellor to administer board policies and operate the district without board interference. Additionally, Board Policy 2433 clarifies the Board's role in the selection of the Chancellor and BB 210 addresses his/her evaluation. BP 214 addresses the evaluation of the college presidents. (IV.B.1.j)

The college had an original organizational administrative chart that included needed positions for the future growth of student enrollment and the college. However, the college had to reassess current administrative positions due to the state budget crisis and has not been able to fill all of the vacant positions. Instead, existing administrators have been assigned duties performed by the vacant positions to assure that student needs are met. (IV. B. 2. a) Since the college is relatively new, there has not been enough time to complete a review or study of a formal evaluation process of the organizational structure. The President will work with the institutional effectiveness and enrollment management teams to identify a valid assessment tool to make further administrative position decisions. (IV.B.2.a)

The college has done an excellent job in establishing a collegial process by establishing committees to allow for discussion and recommendations from the various constituents. These committees meet regularly and provide effective communication between constituents on campus as indicated by agendas and minutes of these meetings. In addition, the President and the college enjoy an excellent relationship with the local community, and there are many partnerships between other local agencies in addition to the elementary and secondary school districts. (IV.B.2.b)

The WHCL president has established committees to include constituents in the completion of the college's Strategic Plan and the Educational Master Plan. Constituents participated in forums, councils such as the Planning and Governance Council, the President's Forum, the President's Executive Cabinet, and the Student Learning Outcomes Committee. The President distributes a weekly update that includes information discussed at the planning

meetings. In addition, there is a district Strategic Planning Retreat and Student Town Hall Forums for sharing the college's priorities to all constituents.

The President ensures a process of effective integrated planning, not only of district and college planning processes, but also for college based planning. The college conducted an assessment in spring 2010 of the strategic planning process via a survey to determine if the college constituents had an understanding of their role in the process. The same survey was administered to the members of the Planning and Governance Council to ascertain their perceptions of the transparency of governance on campus. The results were strongly positive. (IV. B. 2. b)

This is only the second comprehensive visit for this newly formed district. The college will continue to gather appropriate data for decision-making and will need to focus on evaluating and assuring that the planning, administrative, and resource allocation processes and procedures are adequate and effective to assure the focus on student learning outcomes. (IV. B. 2. b)

The college president participated in the writing of the original board policies and college mission statement. He has a clear understanding of the board policies and state regulations and assures that these policies and regulations are being adhered to and followed. He provides regularly scheduled meetings and systematically distributes information to the entire campus community. Board Policy 2431 delineates the authority of the college president. (IV.B.2. c)

The President and the administration constantly refer to the relevant statutes and the governing board policies when making important decisions at the college. Agendas and minutes of the various meetings indicate that regulations are discussed prior to making a final decision to forward to the Chancellor and/or Board of Trustees. (IV. B.2. c)

The President effectively monitors campus budget allocations and expenditures. The President is given the total campus allocation, and if it is decreased or increased, he is responsible for making the necessary adjustments. The President and his staff examine program review information, advisory committee recommendations, and Student Learning Outcomes to assure a focus on the mission of the college before a final allocation decision is made. As the campus facilities grow, more students enroll. The team was unable to identify how campus needs are shared with district staff, and when they are shared, how the final funding decision made. (IV. B. 2. d)

Program reviews for each division or unit are reviewed while identifying college budget priorities. The Program Review Forms identify fiscal needs and priorities by evaluating the results of SLO assessments, program mission statements, performance indicators and program data. The self-study indicates that the president reviews and approves all budgetary recommendations and forwards them to the district Vice Chancellor of Business and Human Resources. (IV.B.2.d)

The fact that the President and college staff communicate effectively with local, regional, and state communities was quite evident. The President and other members of his staff sit on local, regional, and state boards. Members of the college staff are active participants in activities and programs that relate to the Chamber of Commerce, workforce investment board, and local economic development. In addition, the college enjoys an excellent formal partnership with the local elementary and secondary school districts. There is an elementary charter school and a charter high school located on the college campus. This will create pathways for educational programs for the student residents of Lemoore. The college also includes key leaders in the community to participate in the Strategic Planning Retreat to solicit their recommendations and continue to support and form effective partnerships to better serve the local community. The accreditation team held an open forum that was not attended by administrators. Many community members were present and they informed the team of the significant involvement of the college president and other college employees in a variety of community partnerships and initiatives. (IV.B.2. e)

The college president is a board member of the Lemoore Chamber of Commerce. In addition, the president is a member of the Lemoore Kiwanis Club and a member of the Executive Board of the Kings County Economic Development Corporation (EDC).

The governing board, the district, and the college have developed board policies and have comprehensive strategic planning documents to connect the institutional mission and goals with the actual internal activity which supports student learning. Agendas of meetings and the Annual Retreat were provided and reviewed. These agendas indicated that the various constituent groups were involved in the development of the college's strategic plan documents. The Board has developed several board policies that define and delineate the roles of the Chancellor and college Presidents. (Board policies 2430, 2431, and 210). (IV.B. 3)

The written documents that include board policies and operational and functional duties and responsibilities, specify the roles and authority levels for each position. However, the interviews conducted by several of the accreditation team members indicated that the perception of the classified and faculty staff is that all final decisions are made at the district office regardless of the college's recommendations. (IV. B. 3.a) A survey was distributed to administrators, managers, faculty, and classified staff to determine if this functional map was being utilized and understood. The team was provided with a copy of the Function Mapping and the 2009 Survey Ratings. Each listed function indicated whether it was centralized or decentralized and identified the lead administrator and their job title.

At WHCL, 38% of the administrators, faculty and staff responded to the survey on a scale from 1.0 - 5.0, 5.0 being the highest. The majority of the respondents rated the various functions from 2.9 (the lowest) to 4.5 (the highest) with the majority rating for the various departments was about 3.6.

The district office provides the support and services for the college, including human resources, business services (including payroll), grant support, foundation support, information technology, learning resources, and research and planning. In this manner there

is no duplication of services and it provides consistent and streamlined services to all of the employees of the college. (IV. B. 3. b)

The written documents provide the detailed resource allocation procedures delineating how resources are distributed and the timeline for the development of the budget (Administrative Policy 6225). These procedures were implemented in January 2010, and therefore, there has not been adequate time to evaluate or make any changes to improve the process. (IV. B. 3.c)

The college and district consistently monitor budgets and expenditures. Regular audits are conducted and the audit report indicates that there are neither exceptions nor recommendations for improvement. The college and the district excel in their processes and procedures related to controls of expenditures. (IV. B. 3.d)

The college President is given the authority to administer the operations of their college as outlined in Board Policy 2431. Written and verbal evidence are in agreement that once the budget is allocated, the President utilizes the college's internal procedures, committees and governance structure to develop and monitor the budget. (IV. B. 3. e)

The college has established several individual committees for the purpose of assuring that the information is shared and that there is communication between the constituency groups on campus and within the district office. The district has also instituted several district-wide committees for communication to occur. The on-campus committees are functional. However, as the decisions move forward, there is confusion as to how items get changed and how feedback of the changed decisions gets back to the constituents. The college presidents provide a monthly report to the chancellor and to the Board of Trustees to supply an update of college activities and college issues. (IV, B. 3. f)

The most recent functional mapping survey was conducted in spring of 2010. The results of this survey were used to assess the perception of employees concerning the roles and functions of the services provided by the college and the district. There is no long-term history of the assessment of the functional map, since this is a newly formed district. It is difficult to make a judgment not having any former reports or surveys as a comparison. (IV. B. 3 g)

Conclusions:
The Board, district, and college have implemented appropriate policies and procedures to ensure that the district meets the appropriate standards related to effective Board and Administrative overview. The district has done an excellent job in identifying the policies and procedures to address the new issues of transitioning from a single campus district to a multi-campus district. As long as the district continues to review, evaluate, and make the necessary changes as they continue to grow as a district, they will continue to be successful and serve the communities in an effective manner. As time passes and the college and district gather data and evaluate what is working and what needs improvement, West Hills College Lemoore will only improve. The district has undergone a great deal of growth and change in recent years, and so too has the organization's policies and procedures. As a result, the district's policies have had to evolve and change. The district has performed regular and

systematic reviews and evaluations of these policies to ensure their effectiveness, relevance, and compliance with external statutes and standards of good practice. As stated earlier, the district has accomplished many goals in a relatively short period of time. The evidence and practices outlined in the above section demonstrates that the district is meeting this part of the standard.

Recommendations:

See District Recommendation 1:

District Recommendation 4:
The teams recommend that the district review its communication protocols and practices to assure ongoing, transparent, consistent, and timely communication among district participatory governance committees with corresponding college participatory committees. (Standard IV.A.1, IV.A.2a, IV.A.3, IV.A.5)

District Recommendation 5:
In order to meet Standards, the team recommends that the District office ensure the District website contain all policies and update them as prescribed in its own policies. This will keep the colleges better informed of the current District policies and facilitate the implementation of the District policies at the colleges. (Standard IV.B.1)