

WEST HILLS COLLEGE LEMOORE



Institutional Self Study Report In Support of Reaffirmation of Accreditation Spring 2017

Submitted by

West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

to

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



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March 2017

Certification of the Institutional Self-Evaluation Report

Date: December 2016


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

From: Dr. Kristin Clark
West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

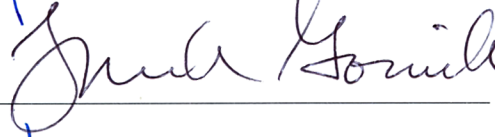
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:



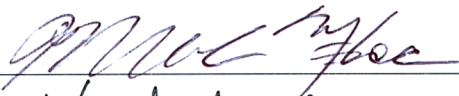
Dr. Kristin Clark
President



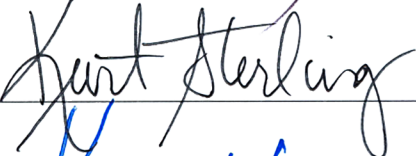
Dr. Frank Gornick
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INTRODUCTION



History of West Hills College Lemoore

West Hills College Lemoore (WHCL) originated in 1962 when Lemoore High School District residents voted to annex the West Hills Community College District (WHCCD) by purchasing land to develop subsidiary facilities within the city limits. Between 1962 and 1979 classes were offered primarily at the Lemoore Naval Air Station and Lemoore High School. In 1979, the District purchased five acres in the city of Lemoore, and in 1981, constructed a building with classrooms and office space along with a collection of portable buildings. This site was named the Kings County Center and operated for 20 years as a Center in the WHCCD.

In 1991, after considerable deliberations and public hearings, the California Community College Board of Governors adopted and named the Kings County Center of West Hills College an official, permanent education center to serve the Lemoore/Hanford geographic area. In August of 1992, the California Post-Secondary Education Commission agreed with the Board of Governors actions, thereby confirming 1) the WHCCD service area extended beyond its original territorial boundaries, and 2) the Kings County Center was eligible for state capital outlay funds. Since this inception, the California Community Colleges Chancellor's Office enrollment forecast for WHCCD has included Lemoore and Hanford topographical areas.

During this time period it became increasingly evident that the Kings County Center five acre site would not have the capacity to serve the influx of students anticipated based on target populations within the service area. A search for additional space ended with donations from the Pedersen and Semas families of one hundred acres. The donation was officially accepted by the WHCCD Board of Trustees on September 26, 2000.

In 1998, residents of the WHCCD approved a \$19 million general obligation bond for facility upgrades to Coalinga and Firebaugh campuses, and new construction for the Lemoore campus. In Kings County, where the city of Lemoore is located, the measure was approved by 70% of the voters. This measure, coupled with bond funds from State Proposition 1A allowed the College to begin planning a fully accredited institution in Lemoore. Groundbreaking initiated shortly after the Board of Trustees accepted the Pedersen/Semas donation, and West Hills College Lemoore opened its doors to students on January 14, 2002.

In 2002, having just moved to the new location with original permanent facilities, the Kings County Center commenced the formal process of seeking stand-alone status as the second college in the WHCCD. Work on an Accrediting Commission for Community and Junior Colleges (ACCJC) application for college status started in 2002 culminating in a 2004 self-evaluation report shifting West Hills College Lemoore from eligibility to candidacy status. Immediately following, the college diligently produced and submitted an additional accreditation report to ACCJC in 2006. ACCJC conducted a site visit in fall 2006 and the Commission granted full college status to West Hills College Lemoore during summer 2006.

In November 2008, WHCL passed a \$31 million general obligation bond for matching funds to start Phase 3 of campus construction. These funds allowed WHCL to build the Golden Eagle Area which opened in 2011, and was followed by the construction of the Student Union, opening in 2017, the future home of the bookstore, dining halls, and Associated Student Body offices.

The WHCL campus is the scene for exciting and prosperous community partnerships. Two charter schools are located on the campus site: 1) the University Charter School under the auspices of Lemoore Elementary School District provides educational opportunities for students Kindergarten to 5th grade, and 2) the Lemoore Middle College High School is a partnership with the Lemoore Union High School District offering accelerated college preparatory education embedded into the regular school curriculum to students 9th to 12th grade. Partnerships have previously existed with California State University, Fresno and Fresno Pacific University allowing local students the opportunity to complete lower division courses on the West Hills College Lemoore campus, thus increasing access to higher education.

West Hills College Lemoore has shown physical maturity over the past 15 years while maintaining a small college atmosphere and focusing on students in spite of its growth. Addressing student access in underserved areas of the county was a priority for the College once facilities were constructed and the campus was granted full college status by ACCJC. Student access remains a focus of the College with student success and retention emphasized the last ten years. This shift in attention on student achievement is highlighted by the College joining the Achieving the Dream Network of community colleges to strengthen and build capacity to ensure more students complete college and have opportunities for economic success.

A college is only as good as its people and WHCL has been fortunate to recruit and retain a dedicated and loyal personnel. A stable workforce and steady leadership has led the College through its formative years, having only three presidents since its inception. The 2015 retirement of the former president has resulted in new College leadership and brings forth opportunities for fresh flourishing ideas as the College prepares for a new era.

Lemoore Naval Air Station

The Lemoore Naval Air Station Lemoore (LNAS) is located five miles from the West Hills College Lemoore campus. With a base resident population of over 7,000 active duty personnel and dependents, the college is a valued source of higher education for the military. The college maintains an office and classrooms on base, though base students also attend classes on the college campus. The needs of these students vary, ranging from newly enlisted servicemen who may have little education and are in need of basic skills classes, to highly educated military personnel and dependents. West Hills College Lemoore seeks to offer courses to meet the needs of the population and works closely with base officials to select and identify course offerings. In addition, the College meets the needs of the military retirees through its Veterans Services Program.

Online classes allow active duty personnel to schedule courses around their busy work schedules. WHCL is an active participant in LNAS activities, including special ceremonies and graduation. The college considers LNAS a strong educational partner in the community.

While many military bases have been closed or downsized in the past decade, LNAS has grown and is expected to continue to expand operations having a positive economic impact on the community and College. The presence of the base also provides the area with a global perspective. Faculty and staff at the College have noted the presence of these students expands the teaching and learning experience beyond the region by providing a forum to exchange diverse experiences and ideas. For Central Valley students, many of whom may have limited travel experience, the global perspective brought by LNAS is invaluable. Base personnel actively participate in a variety of college functions, including advisory committees, special ceremonies, and programs related to military activities/services.

Description of Service Area

West Hills College Lemoore (WHCL) is part of the West Hills Community College District (WHCCD), which includes West Hills College Coalinga and the North District Center in Firebaugh. The WHCCD serves large portions of Kings and Fresno Counties and parts of San Benito, Monterey, and Madera Counties. Central communities served by WHCL are the city of Lemoore, Lemoore Naval Air Station, Riverdale, Stratford, Huron, Avenal, and Kettleman City. Hanford, Laton, Corcoran, and Caruthers are local communities outside the WHCCD but part of the service area.

Over the last three years, the West Hills College Lemoore' main campus has generated approximately 79% College credit sections and 45% District credit sections (2013-2014, 2014-2015, and 2015-2016). For the same three year period West Hills College Lemoore retained 73% College credit enrollments and 44% District enrollments.

Online courses exhibited 19% College credit sections and 25% District credit enrollments over the same three year period. Credit classes offered at other locations within the College service area obtained 2% of course offerings and 2% of enrollments. Credit classes have been offered at the following locations over the past three academic years:

- Avenal High School
- Corcoran High School
- Laton High School
- Lemoore Naval Air Station
- Riverdale High School

Institution-Set Standards

An institution-set standard is the identified level of performance determined by the institution as acceptable for an outcome, area, program, and/or service. It is a measure the institution uses to assess both institutional and programmatic performance (subject to exceptions as determined by the institution based on other mandated federal/state guidelines in the areas of administration of justice and allied health). It is a measure assessed for validity and effectiveness by peer evaluators. Institution-set standards may differ from a performance improvement goal which the institution may aspire to meet.

West Hills College Lemoore (WHCL) evaluates progress towards its mission through strategic goals and objectives using student achievement data and outcomes, institution-set standards as well as college/district-set standards designed as “stretch goals.” These standards provide a snapshot of the institution’s general health and are reviewed annually by the West Hills Community College Board of Trustees and the College Planning and Governance Council. Campus leaders are held accountable for ongoing continuous improvement, reporting, and corrective action as needed.

The College Planning and Governance Council through the participatory governance process maintains institution-set standards of student achievement that are assessed by evaluating data on successful course completion, degree completion, certificate completion, four year institution transfer rates, and job placement and licensure for qualifying Career Technical Education programs. Initial steps taken to adopt the standards included dialogue among constituent groups to define “institution-set standards” or rather, the “floor” or baseline from which the college could set as the standard of achievement. Planning and evaluation of baseline progress at both the district and college level led the College to set high “ceiling” goals for 2020 from which the College will assess progress annually and make changes to improve outcomes by the target year.

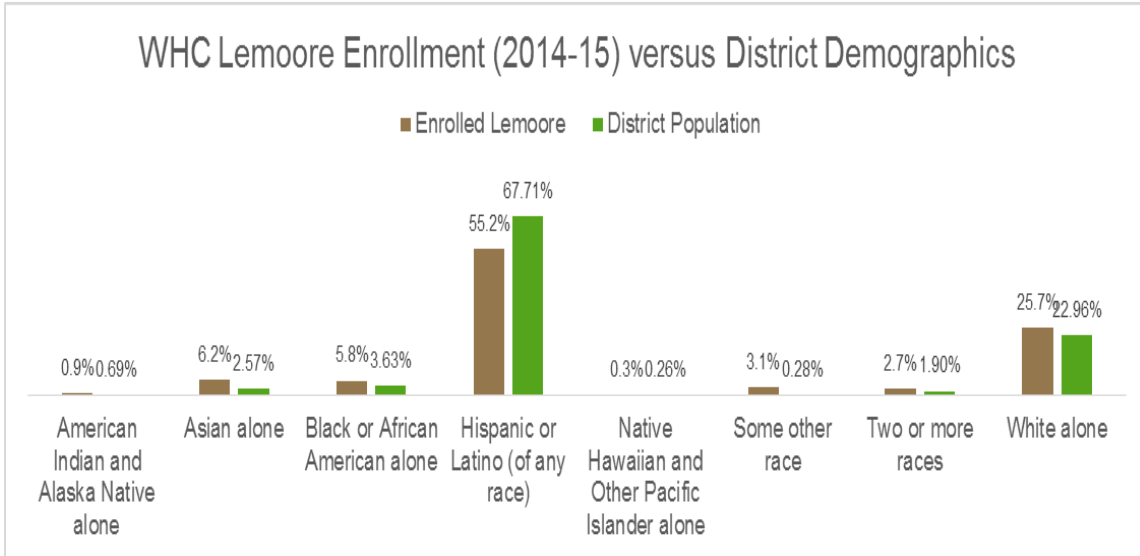
District Population Data

Ethnicity

In fall 2016 approximately 49% of the students enrolled at West Hills College Lemoore (all locations) lived within the West Hills Community College District.

West Hills College Lemoore (WHCL) enrolls Hispanic students at a disproportionately low rate when compared to the District population. Enrollment of other ethnic groups closely mirrors the district population.

Table 1



Source: Office of Institutional Effectiveness, Research and Planning. *2010-2014 American Community Survey Five Year Estimates*. Coalinga, CA: West Hills Community College District.

Table 2

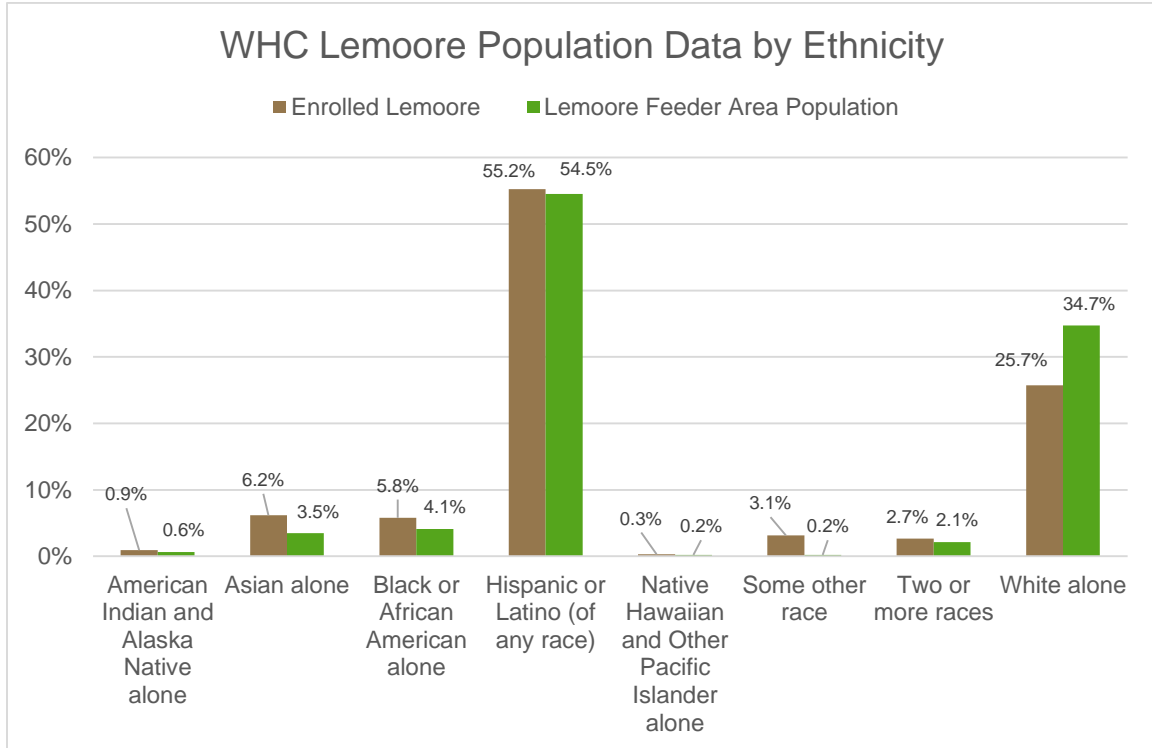
	WHCCD Students Enrolled	% of WHCCD Enrolled Students	District Population	% of District Population
African-American	358	5.8%	4,051	3.6%
American Indian/ Alaskan Native	58	0.9%	767	0.7%
Asian (includes Filipino)	381	6.2%	2,864	2.6%
Hispanic	3,420	55.2%	75,523	67.7%
Pacific Islander	20	0.3%	294	0.3%
Two or More Races	166	2.7%	2,116	1.9%
Unknown/Declined to State	195	3.2%	314	0.3%
White Non-Hispanic	1,594	25.7%	25,608	23.0%

Source: Office of Institutional Effectiveness, Research and Planning. *2010-2014 American Community Survey Five Year Estimates*. Coalinga, CA: West Hills Community College District.

During the 2014-15 academic year, approximately 73% of the students enrolled at West Hills College Lemoore lived in Kings County and the surrounding Fresno County communities of Riverdale, Laton, and Caruthers.

Table 3 compares service area population demographics (Kings County and Fresno County) with the West Hills College Lemoore student population. West Hills College Lemoore enrollment demographics mirror those of the service area, with White students less likely than other racial/ethnic groups to enroll at West Hills College Lemoore.

Table 3



Source: Office of Institutional Effectiveness, Research and Planning. *2010-2014 American Community Survey Five Year Estimates*. Coalinga, CA: West Hills Community College District.

Gender, Age, Disability, and Income Status

West Hills College Lemoore has a higher proportion of female students than that of the District population. The College also enrolls a higher number of students ages 20-24 and 25-34 as compared to the District. Students enrolled are more likely to be classified as low income.

Table 4

Student Sub-Population	Students Enrolled	% of Enrolled Students	District Population	% of District Population
Males	2,387	38.7%	60,231	53.1%
Females	3,695	59.9%	53,274	46.9%
<hr/>				
19 and under	1,861	30.2%	39,874	35.1%
20-24	2,065	33.5%	12,093	10.7%
25-34	1,414	22.9%	17,794	15.7%
35-44	527	8.5%	14,390	12.7%
45-54	245	4.0%	12,814	11.3%
55 and over	97	1.6%	16,540	14.6%
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Individuals with disabilities	438	7.1%	9,288	8.2%
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Low-income students	5,748	93.3%	31,378	27.6%

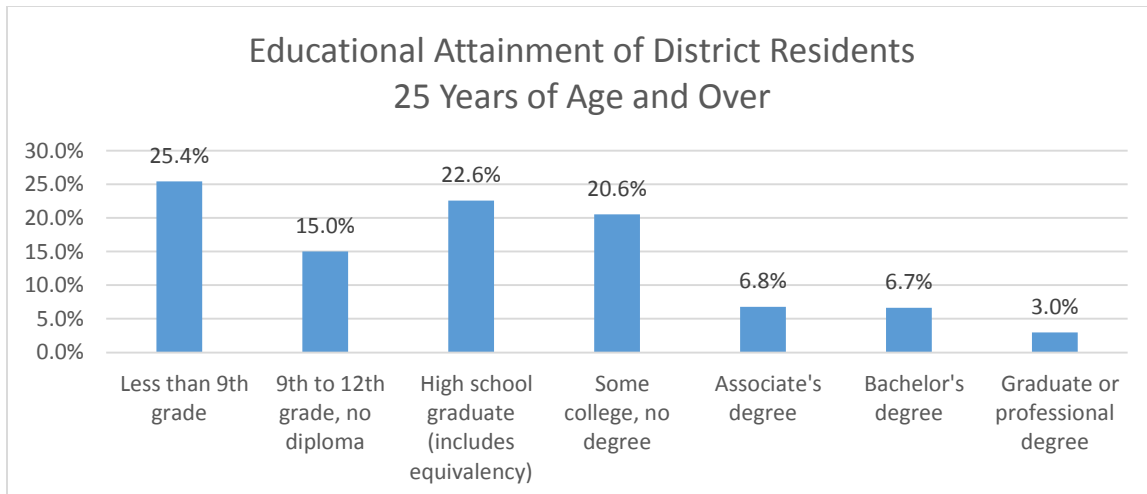
Sources: Office of Institutional Effectiveness, Research and Planning. *2013-14 Enrollment*. Coalinga, CA: West Hills Community College District; Office of Institutional Effectiveness, Research and Planning. *2013 American Community Survey Five Year Data*. Coalinga, CA: West Hills Community College District.

Educational Attainment of District Population

In the District, approximately 25% of the population over the age of 25 has a 9th grade education level or below, and 15% has an education level between 9th and 12th grade with no high school diploma.

Approximately 43% of the District population over the age of 25 has a high school diploma or some college, but no higher education degree. About seven percent (7%) of the population has an associate degree, with 10% having earned a bachelor’s degree or higher.

Table 5

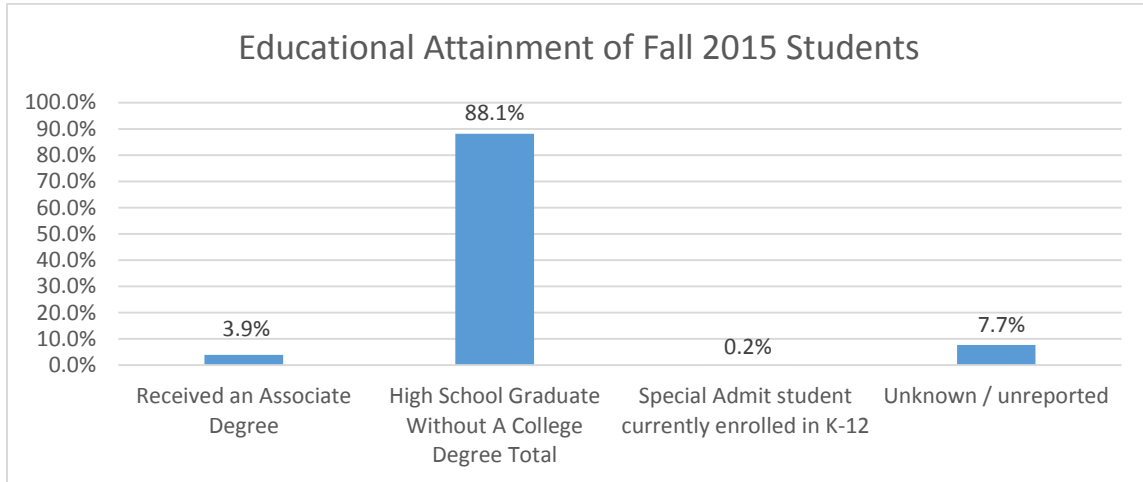


Source: California Community Colleges Chancellor's Office. *DataMart*. Sacramento, CA: State of California.

Educational Attainment of WHC Lemoore Students

In fall 2015 a majority (88%) of enrolled WHCL students had earned a high school diploma or the equivalent. Less than four (4%) percent of enrolled students had earned an associate degree, and eight (8%) percent reported unknown or did not indicate educational attainment.

Table 6

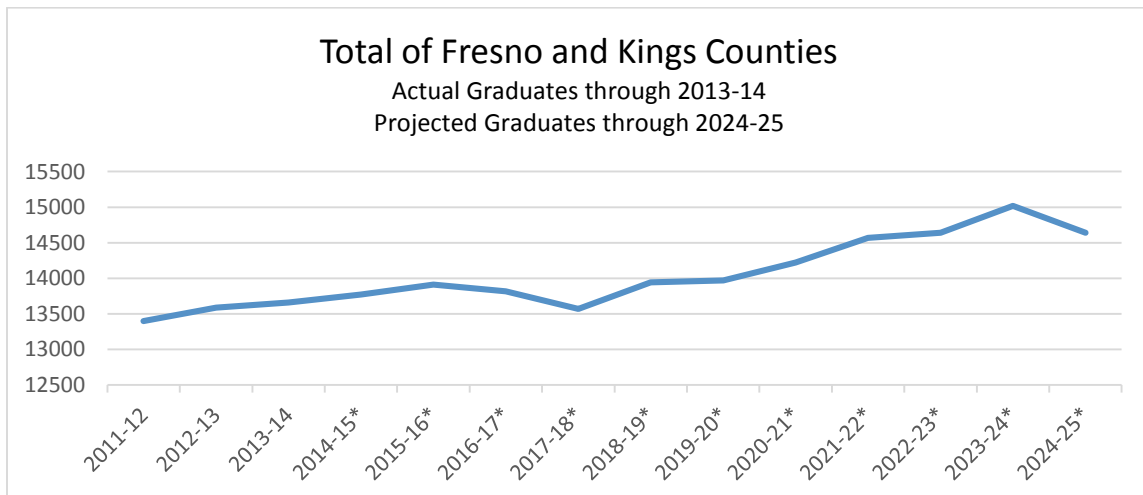


Source: California Community Colleges Chancellor's Office. *DataMart*. Sacramento, CA: State of California.

Projected High School Graduates (Fresno/Kings County)

The most recent projections from the California Department of Finance estimates the annual number of high school graduates in Kings and Fresno Counties will decline or remain stagnant through the 2019-20 academic year.

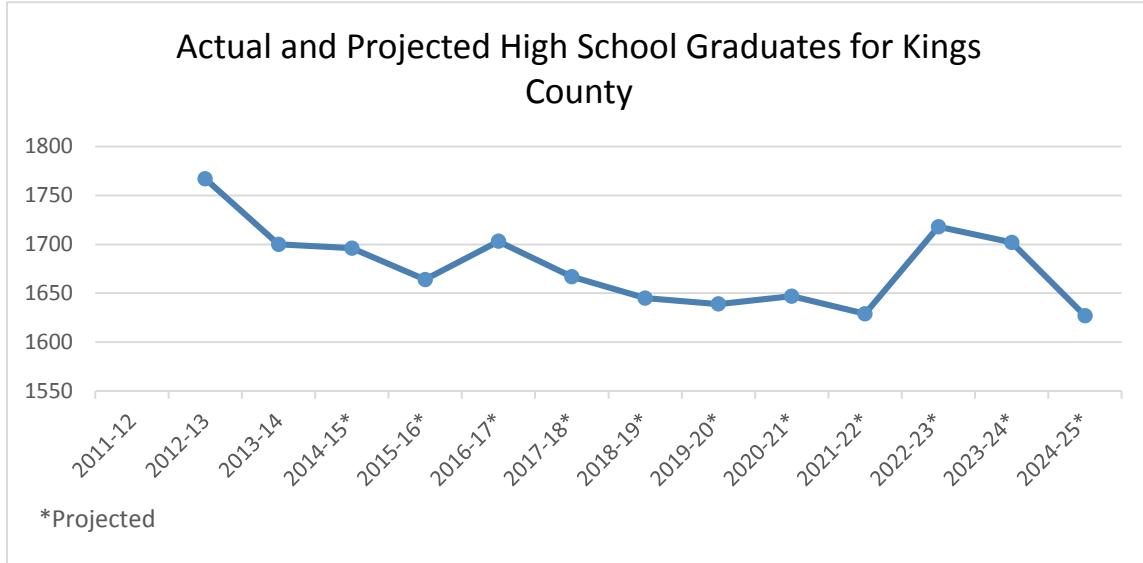
Table 7



Source: California Department of Finance. *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2015 Series*. Sacramento, CA: State of California.

The California Department of Finance data for Kings County (Lemoore, Hanford, Corcoran, and Avenal High Schools) show the number of high school graduates peaked in 2011-12 with 1,767 and a downward trend in the number of high school graduates is predicted through 2025.

Table 8



Source: California Department of Finance. *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2015 Series*. Sacramento, CA: State of California.

College-Going Rates for All Feeder High Schools

The High School College-Going Rate reflects the percentage of a high school’s graduating class that went on to enroll at West Hills Community College District in the fall semester immediately following graduation.

Table 9

Year of High School Graduation

Feeder High School	2010		2011		2012		2013		2014		2015	
	Fall-Enrolled Students	College-Going Rate	Fall-Enrolled Students	College-Going Rate	Fall-Enrolled Students	College-Going Rate	Fall-Enrolled Students	College-Going Rate	Fall-Enrolled Students	College-Going Rate	Fall-Enrolled Students	College-Going Rate
Avenal High School	118	49.2%	150	68.8%	114	47.9%	154	68.8%	108	48.2%	106	44.9%
Caruthers Union High School	5	3.9%	16	14.8%	4	3.7%	10	8.6%	3	2.7%	5	3.9%
Coalinga High School	102	54.5%	120	64.5%	103	49.0%	92	53.2%	137	65.6%	137	56.8%
Corcoran High School	25	18.7%	27	18.5%	21	14.5%	24	16.1%	29	17.6%	25	17.5%
Faith Christian Academy	2	33.3%	7	77.8%	8	88.9%	8		2	66.7%	6	66.7%
Firebaugh High School	47	28.5%	58	41.7%	46	30.1%	56	39.4%	43	28.3%	44	27.7%
Hanford High School	34	10.8%	76	22.7%	62	19.1%	70	24.1%	87	27.3%	99	30.0%
Hanford West High School	60	16.7%	54	14.8%	58	16.9%	75	28.0%	55	21.3%	51	17.6%
Kings Christian High School	4	16.0%	8	30.8%	5	20.0%	12	46.2%	5	20.0%	13	54.2%
Laton High School	5	12.8%	19	37.3%	20	50.0%	14	38.9%	16	37.2%	8	21.6%
Lemoore High School	101	25.1%	131	36.1%	136	36.2%	138	37.1%	161	41.0%	189	43.9%
Lemoore Middle College	5	17.2%	15	31.9%	24	47.1%	12	32.4%	10	32.3%	31	52.5%
Mendota High School	29	30.9%	46	37.7%	32	24.4%	39	28.5%	43	32.3%	54	33.1%
Riverdale Jt Union High School	27	23.9%	32	27.4%	47	34.6%	29	28.2%	18	17.5%	30	25.2%
Sierra Pacific High School	N/A	N/A	N/A	58	31.4%	63	36.0%	58	29.6%			
Tranquillity Union High School	26	29.5%	40	38.5%	30	28.6%	23	31.9%	10	9.7%	11	10.6%

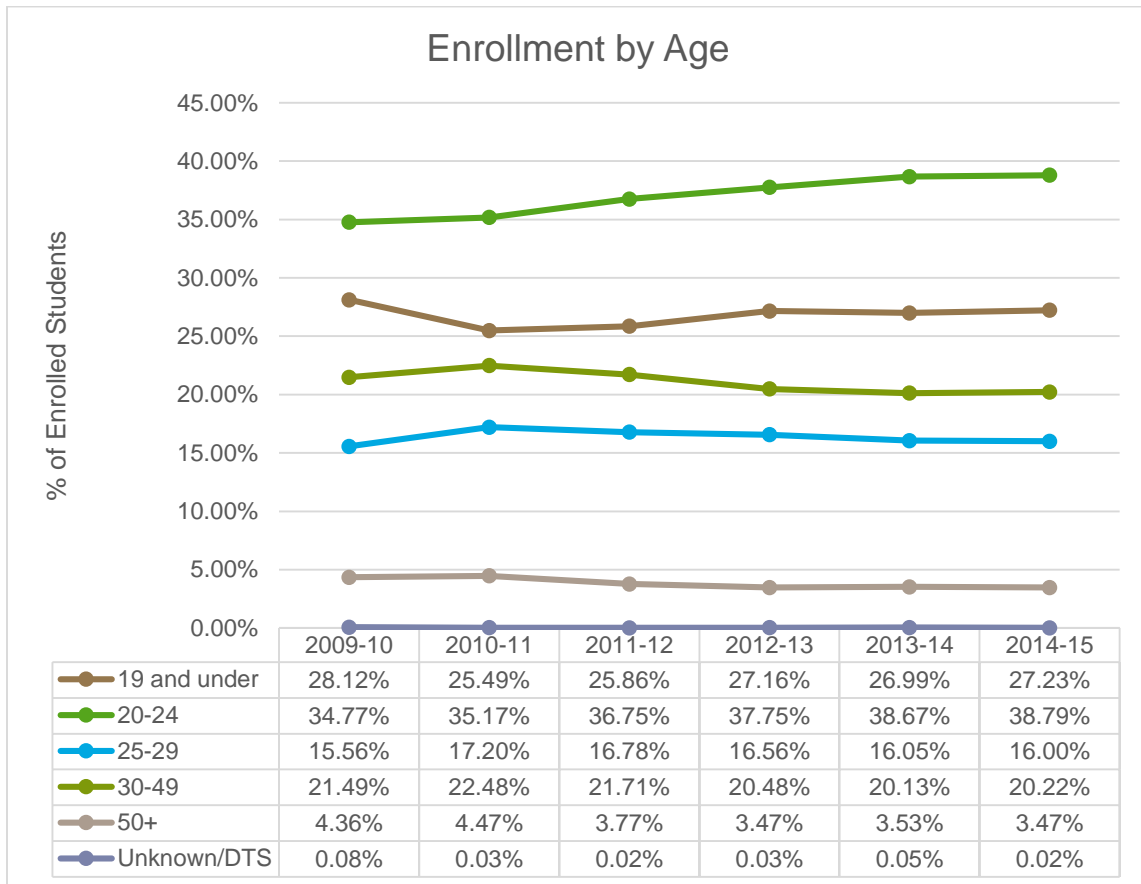
Source: WHCCD Office of Institutional Effectiveness, Research and Planning. *California Department of Education High School Graduate Data*. Coalinga, CA: West Hills Community College District.

Student Demographics

Age

The age distribution of enrolled students has shifted slightly over the past several years, with a four percent increase in students aged 20-24 from 2009-10 to 2014-15. West Hills College Lemoore (WHCL) enrolled 2,275 students between the ages of 20-24 in 2009-10 with an increase to 2,402 by 2014-15 in spite of an overall decrease in student enrollment. Data shows a slight decrease in the percentage of students over the age of 30 during the same time period. The number of students 30 year old and above decreased from 1,691 in 2009-10 to 1,467 in 2014-15.

Table 10

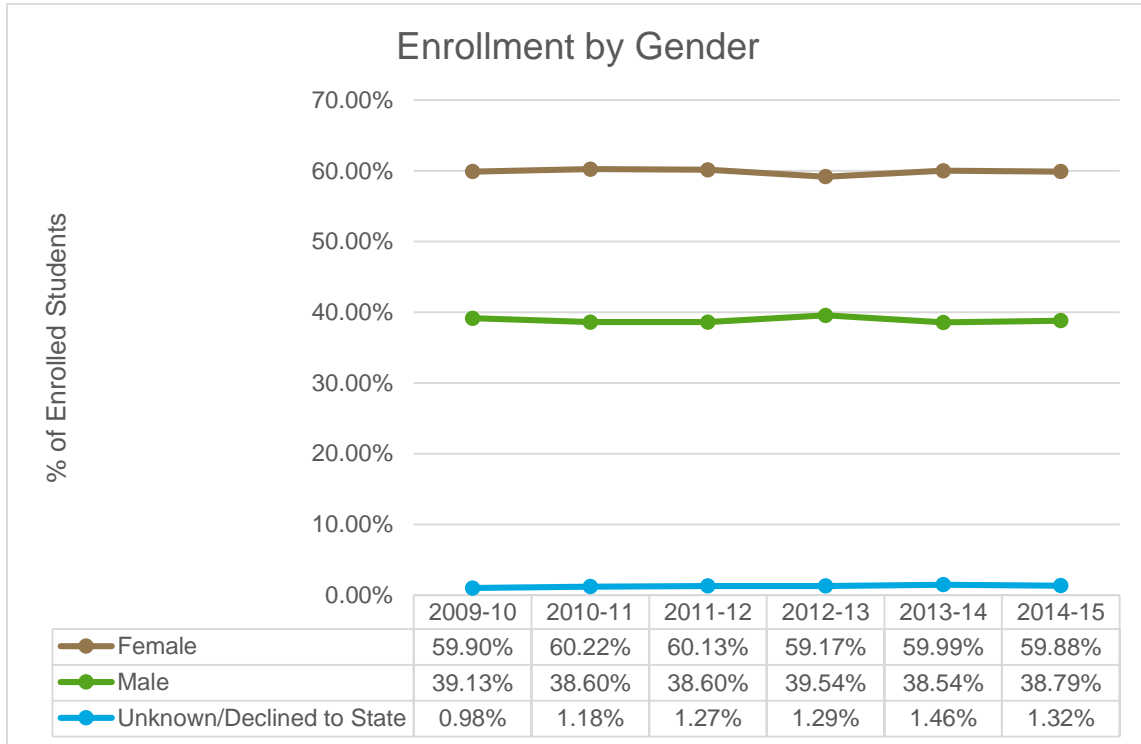


Source: Office of Institutional Effectiveness, Research and Planning. *Enrollment by Age*. Coalinga, CA: West Hills Community College District.

Gender

The gender distribution among students enrolled at West Hills College Lemoore has remained stable, with an approximate 60/40 split female to male students.

Table 11

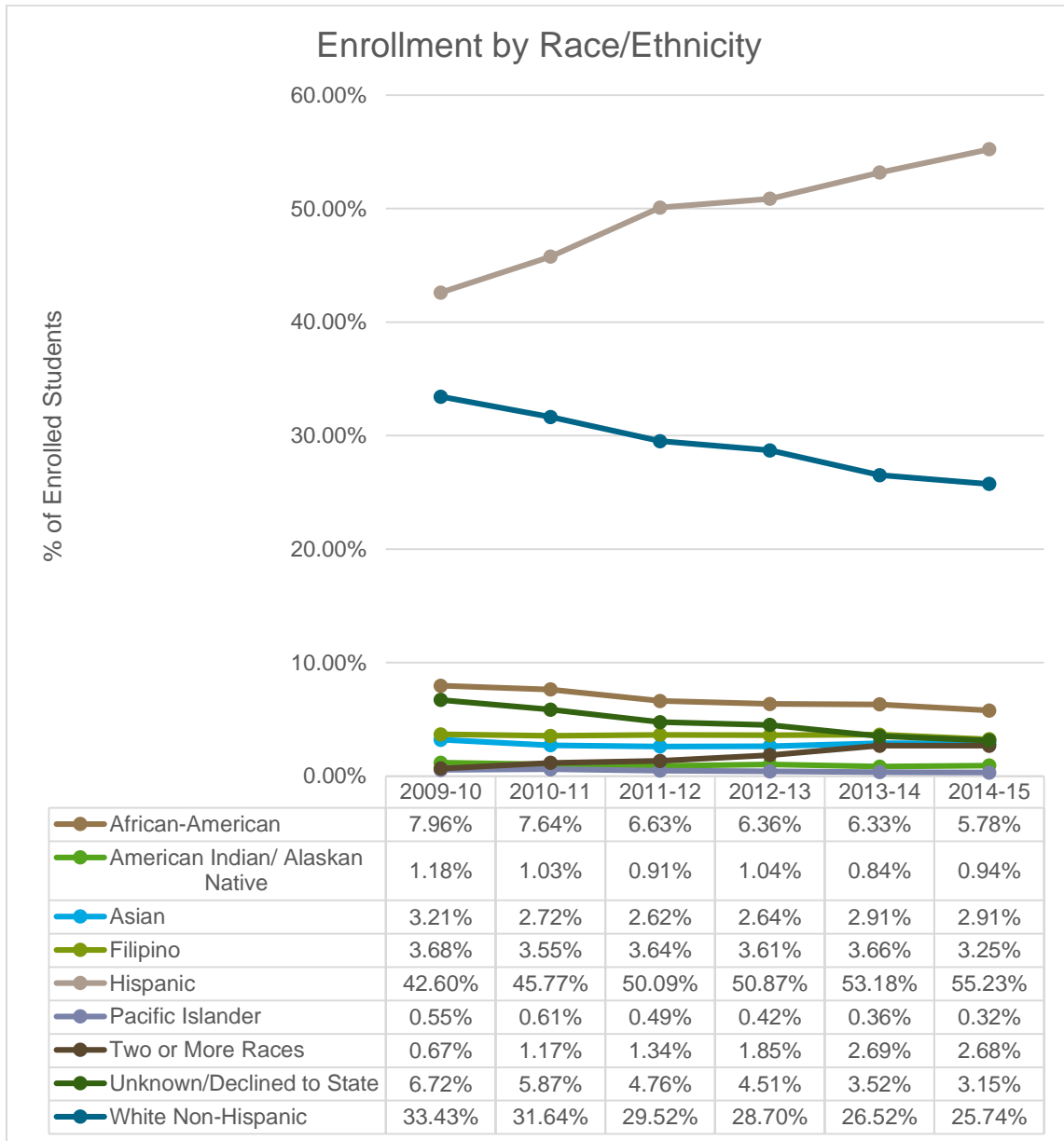


Source: Office of Institutional Effectiveness, Research and Planning. *Enrollment by Gender*. Coalinga, CA: West Hills Community College District.

Race/Ethnicity

The Hispanic student population has increased significantly over the last several years, accounting for 55% of enrolled students in 2014-15. All other racial/ethnic groups have showed minimal variations in enrollment since 2009 with a slight increase among students identifying as two or more races.

Table 12



Source: Office of Institutional Effectiveness, Research and Planning. *Enrollment by Race/Ethnicity*. Coalinga, CA: West Hills Community College District.

Educational Goal

Students declare an educational goal when first applying to West Hills College Lemoore. Student goals are reviewed and updated as they meet and consult with counselors and advisors who review and update student educational plans. The goal to transfer with an associate degree is the most common among WHCL students, with approximately 40% of students declaring this goal in fall 2014. Approximately 20% of WHCL students declared a goal to the complete a CTE degree or certificate in fall 2014.

Table 13

Educational Goal Declaration

		2011-12			2012-13			2013-14			2014-15		
		2011/ SU	2011/ FA	2012/ SP	2012/ SU	2012/ FA	2013/ SP	2013/ SU	2013/ FA	2014/ SP	2014/ SU	2014/ FA	2015/ SP
No Goal Listed	%	5.28	2.33	2.38	4.95	2.47	2.35	4.01	1.91	1.88	3.57	1.95	1.96
	n=	94	104	97	87	102	94	77	85	83	74	84	82
Transfer with AA/AS	%	35.64	38.23	37.48	34.00	39.30	39.48	39.22	41.10	41.74	41.35	43.18	43.90
	n=	634	1,705	1,529	597	1,621	1,581	753	1,828	1,841	856	1,858	1,834
Transfer without AA/AS	%	5.73	5.85	5.37	5.81	6.18	5.42	5.57	5.17	4.78	4.54	4.49	4.33
	n=	102	261	219	102	255	217	107	230	211	94	193	181
AA/AS w/o Transfer	%	11.02	12.11	11.84	9.28	9.75	12.61	11.46	13.38	13.67	11.06	14.04	13.64
	n=	196	540	483	163	402	505	220	595	603	229	604	570
Vocational Dgr w/o Trnsfr	%	8.26	8.57	10.83	9.79	11.47	15.21	13.70	17.92	18.20	15.31	18.43	17.71
	n=	147	382	442	172	473	609	263	797	803	317	793	740
Vocational Cert w/o Trns	%	1.85	1.61	1.40	1.71	1.38	1.85	1.25	1.93	2.00	1.35	1.86	1.91
	n=	33	72	57	30	57	74	24	86	88	28	80	80
Formulate Career Interest	%	0.79	1.01	1.03	0.97	1.14	0.60	0.36	0.47	0.50	0.58	0.51	0.48
	n=	14	45	42	17	47	24	7	21	22	12	22	20
Prepare for a New Career	%	1.85	2.96	2.65	2.11	2.50	1.70	1.25	1.24	1.36	1.11	0.95	0.96
	n=	33	132	108	37	103	68	24	55	60	23	41	40
Update Job Skills	%	1.18	0.94	1.00	1.37	0.68	0.82	0.99	0.67	0.68	0.72	0.65	0.67
	n=	21	42	41	24	28	33	19	30	30	15	28	28
Licensing Requirements	%	0.79	0.81	0.83	0.57	0.90	0.45	0.26	0.38	0.48	0.53	0.28	0.43
	n=	14	36	34	10	37	18	5	17	21	11	12	18
Educational Development	%	5.51	4.26	3.97	6.26	4.17	3.32	3.91	2.52	2.45	3.96	2.35	2.44
	n=	98	190	162	110	172	133	75	112	108	82	101	102
Improve Basic Skills	%	1.18	0.87	1.18	1.48	1.21	0.70	1.61	0.88	0.82	1.16	0.77	0.77
	n=	21	39	48	26	50	28	31	39	36	24	33	32
Obtain H.S. Diploma/G ED	%	7.25	6.48	6.94	6.89	6.50	6.79	6.25	5.13	4.65	5.02	4.28	4.02
	n=	129	289	283	121	268	272	120	228	205	104	184	168
Undecided	%	10.29	12.02	11.64	11.22	10.67	7.49	7.24	6.21	5.62	6.43	5.23	5.29
	n=	183	536	475	197	440	300	139	276	248	133	225	221
Move from NC to Credit	%	0.11	0.09	0.10	0.28	0.12	0.10		0.07	0.05	0.10	0.02	0.02
	n=	2	4	4	5	5	4		3	2	2	1	1
4 Year College Student	%	3.26	1.86	1.37	3.30	1.58	1.12	2.92	1.03	1.13	3.19	1.02	1.46
	n=	58	83	56	58	65	45	56	46	50	66	44	61

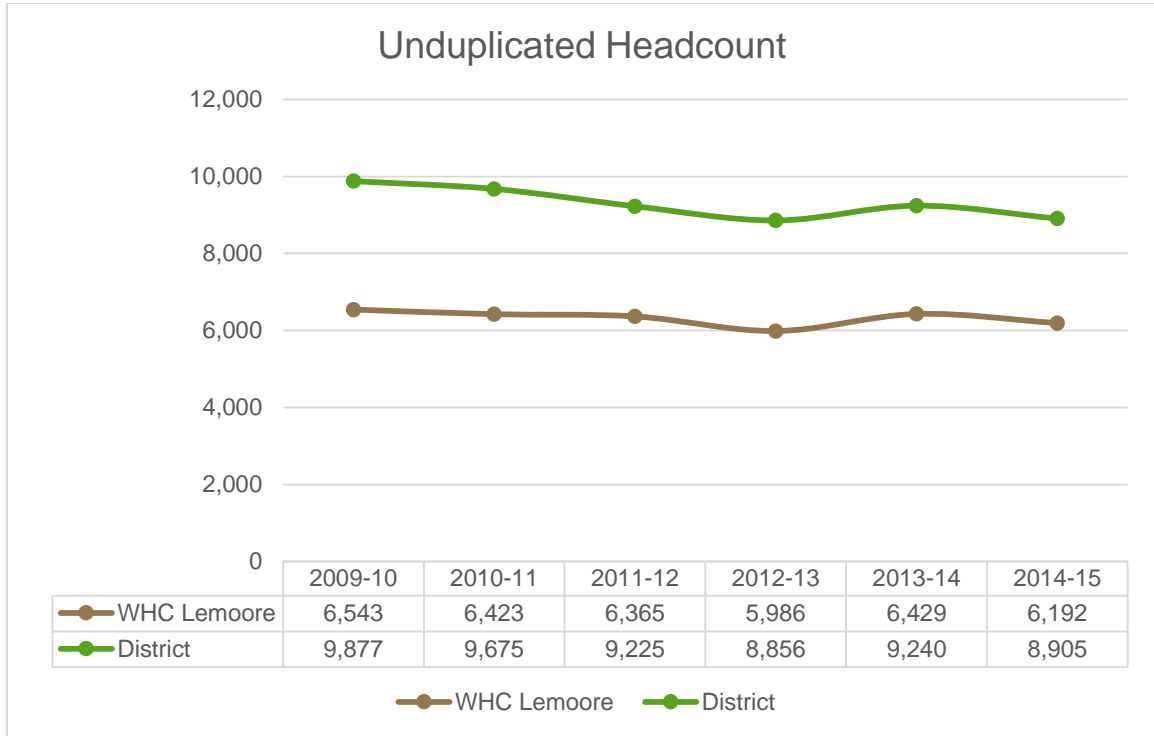
Source: Office of Institutional Effectiveness, Research and Planning. *Educational Goal Declaration*. Coalinga, CA: West Hills Community College District.

Enrollment Trends and Data

Headcount (overall) – College vs. District

The unduplicated headcount at West Hills College Lemoore (WHCL) and the West Hills Community College District (WHCCD) reached their lowest levels during the 2012-13 academic year. Table 14 shows the West Hills College Lemoore headcount dipped just below 6,000 and the District headcount totaled 8,856.

Table 14

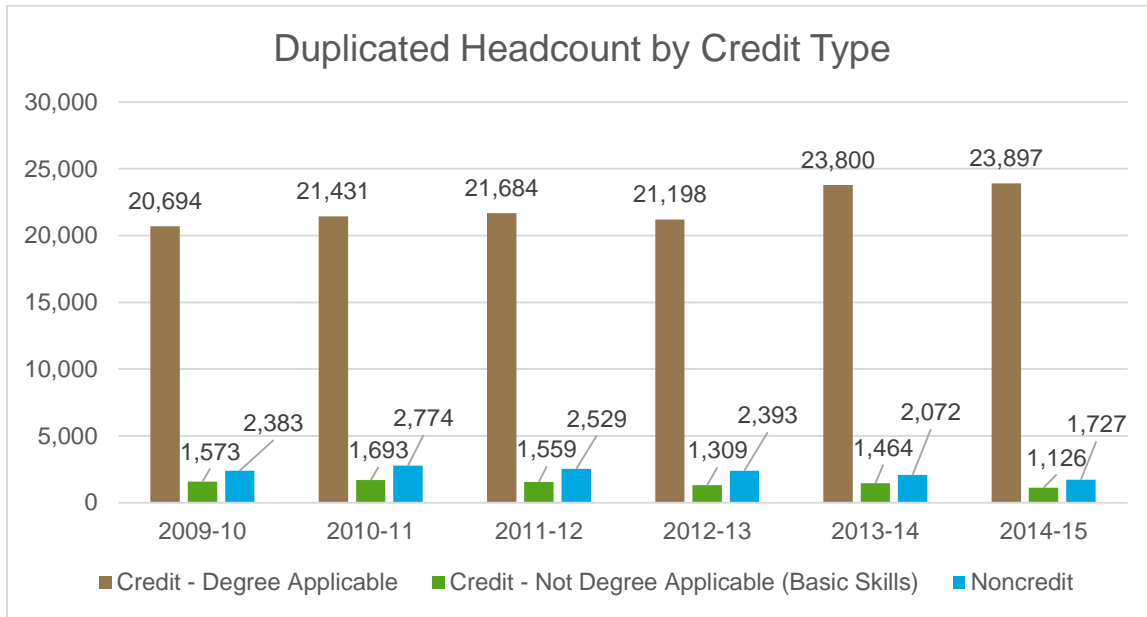


Source: Office of Institutional Effectiveness, Research and Planning. *Unduplicated Headcount*. Coalinga, CA: West Hills Community College District.

Enrollments by Credit Type

Duplicated headcount by credit type at WHCL correlates with sections offered in each type with headcounts growing and shrinking as the number of sections in the schedule fluctuates based on course and program demands.

Table 15

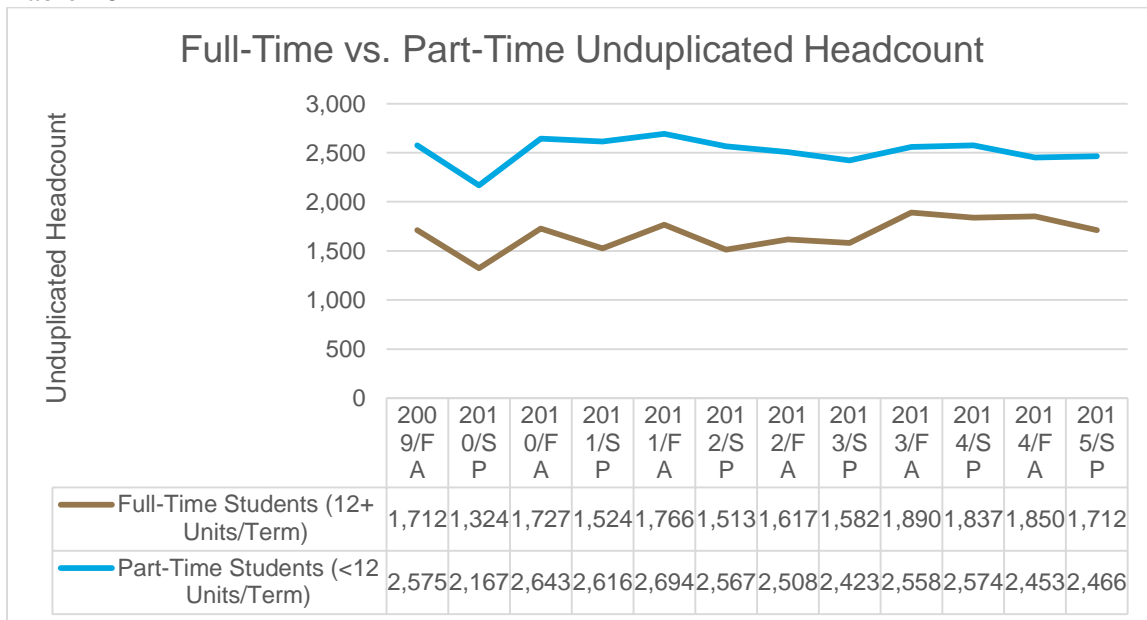


Source: Office of Institutional Effectiveness, Research and Planning. *Duplicated Headcount by Credit Type*. Coalinga, CA: West Hills Community College District.

Full-Time/Part-Time Enrollment

The number of full-time students enrolled at West Hills College Lemoore has varied over the past several years, with full-time enrollment reaching its highest peak in fall 2013 with nearly 1,900 students.

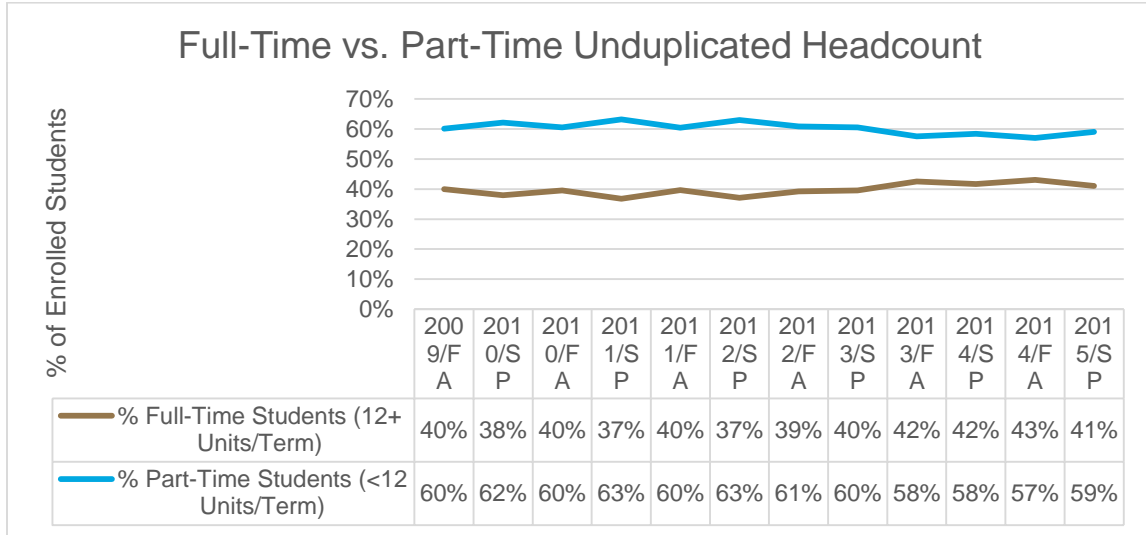
Table 16



Source: Office of Institutional Effectiveness, Research and Planning. *Full-Time vs. Part-Time Unduplicated Headcount*. Coalinga, CA: West Hills Community College District.

Nonetheless, full- and part-time enrollments have remained relatively stable, with approximately 60% of students enrolled part-time and 40% full-time since 2009. Data shows a slight increase in part-time enrollments during 2013-14 and 2014-15; however, these trends follow a decrease by two (2%) percent in 2012-13 and show no significant growth from the previous years.

Table 17

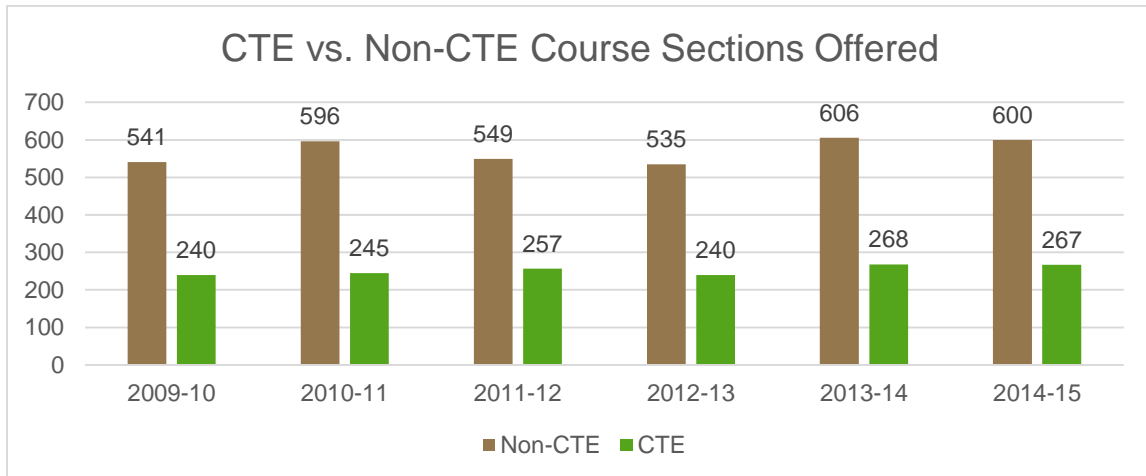


Source: Office of Institutional Effectiveness, Research and Planning. *Full-Time vs. Part-Time Unduplicated Headcount*. Coalinga, CA: West Hills Community College District.

By CTE Status

Career Technical Education (CTE) offerings at West Hills College Lemoore increased by 27 course sections from 2009-10 to 2014-15. The proportion of CTE course offerings in comparison to non-CTE courses has remained unchanged at 31% from 2009-10 to 2014-15.

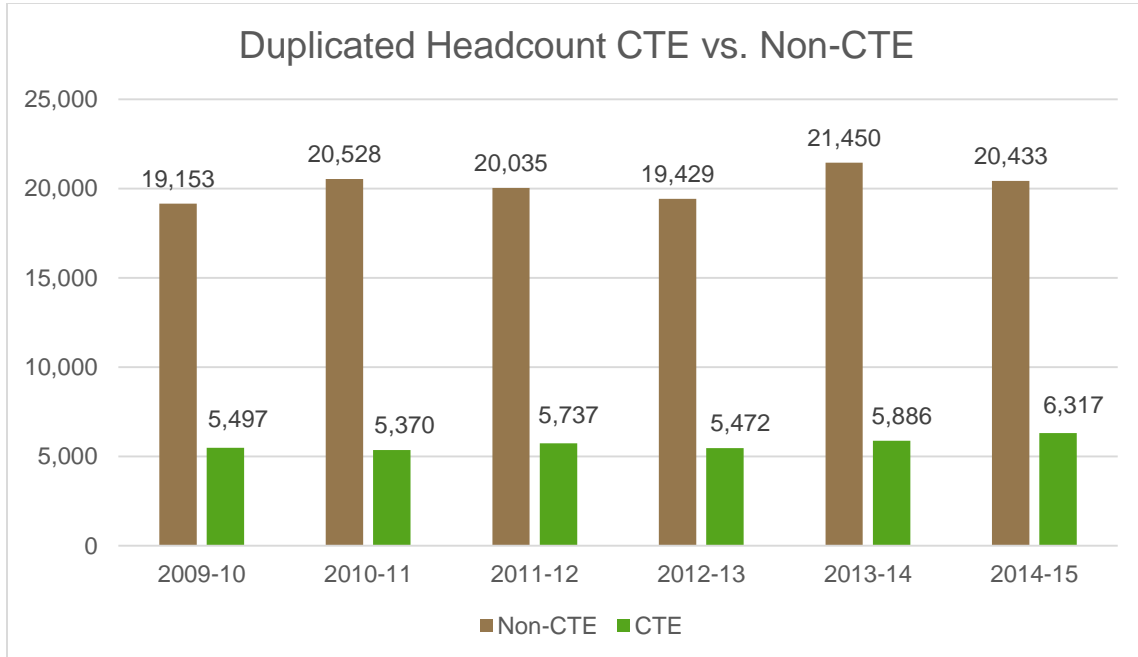
Table 18



Source: Office of Institutional Effectiveness, Research and Planning. *CTE vs Non-CTE Course Sections Offered*. Coalinga, CA: West Hills Community College District.

By 2014-15 the unduplicated headcount of students in CTE courses increased to over 800 students a year beginning in 2009-10. In 2014-15, CTE courses made up 23.6% (6,317) of all enrollments at WHCL.

Table 19

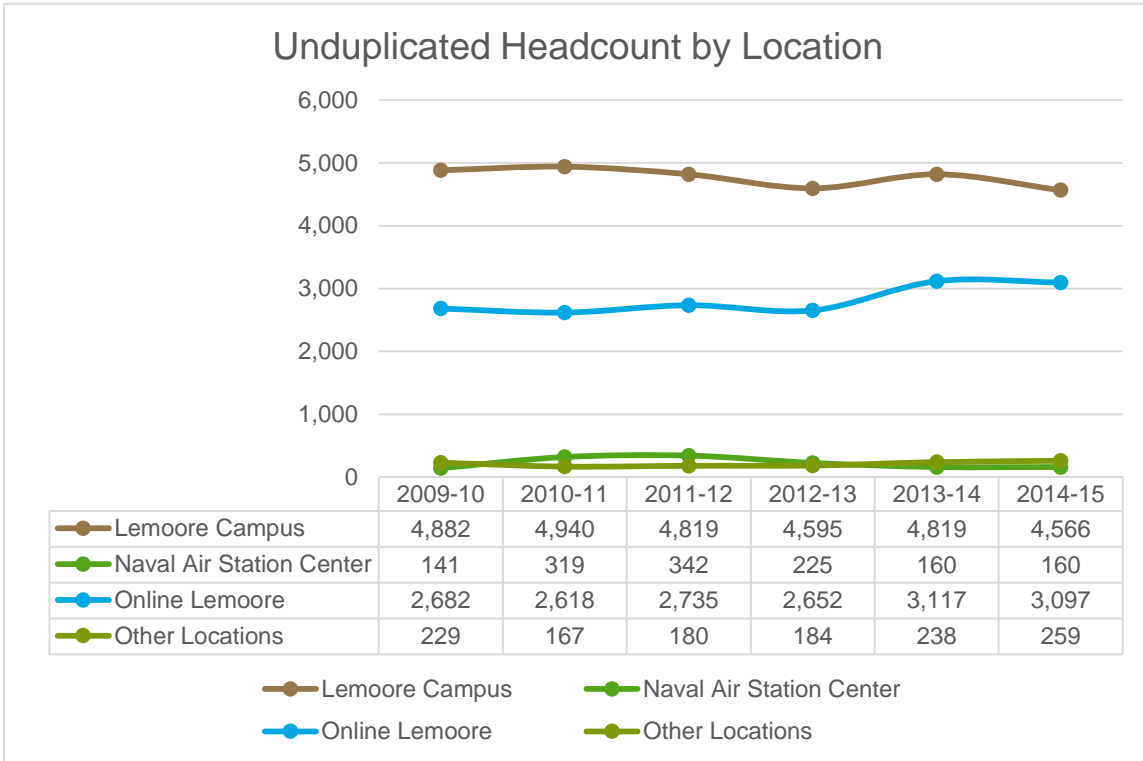


Source: Office of Institutional Effectiveness, Research and Planning. *Duplicated Headcount CTE vs Non-CTE*. Coalinga, CA: West Hills Community College District.

Headcount (by location)

The number of students taking online courses at West Hills College Lemoore increased significantly in 2013-14 and continued at the same level the following year. At the same time, on-campus enrollment declined by approximately 250 students though the number of course offerings remained stable. Unduplicated headcount for courses offered at Lemoore Naval Air Station peaked in 2011-12 at 342, and has since declined by over 50%. These data coincide with the planned reduction in course sections offered at this location due to the increasing challenges of non-military student access to facilities located within the military installation.

Table 20



Source: Office of Institutional Effectiveness, Research and Planning. *Unduplicated Headcount by Location*. Coalinga, CA: West Hills Community College District.

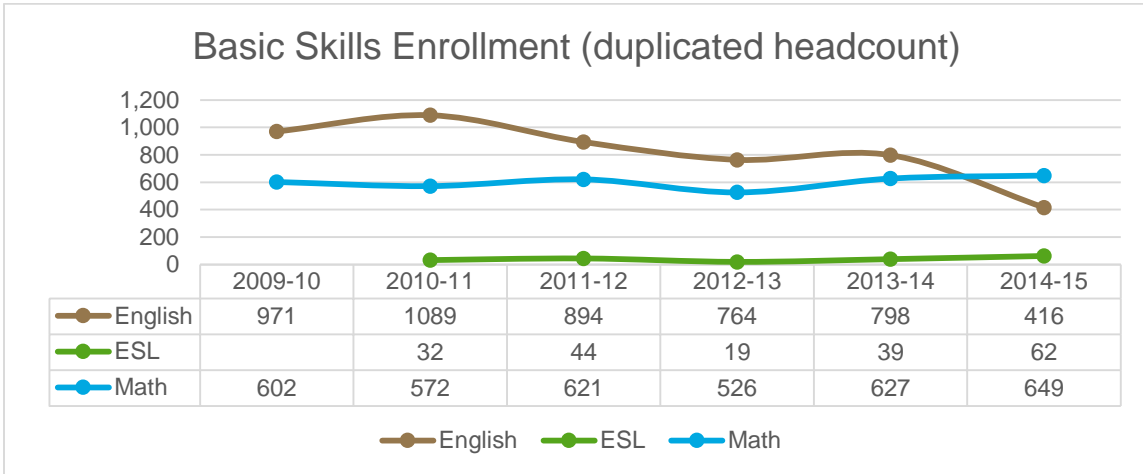
Basic Skills Enrollment

The number of students taking basic skills English has declined over the last several years as the result of changes to the WHCL basic skills English curriculum. In 2014, College faculty redesigned the curriculum to create a single course (English 100) rather than the previous sequence of courses to develop necessary skills for college-level English preparation. This four-unit course is two levels below transfer and integrates reading and writing skills. Previously, students needing basic skills English might have taken as many as four separate reading and writing courses to develop the skills needed to advance into English 51A (one level below transfer).

Conversely, the number of students enrolled in basic skills mathematics (Math 100 Pre-Algebra) has modestly increased. Like English, this course also underwent a redesign over the last two years, changing from a variable unit (maximum of five) course to a fixed three-unit course beginning summer 2015.

While English as a Second Language (ESL) enrollment has nearly doubled since 2010-11, overall enrollment is low. The College continues to explore strategies to increase enrollment in this area based on community and industry demands for the curriculum. To meet these demands, the College started teaching ESL in a non-credit community education format beginning fall 2016.

Table 21



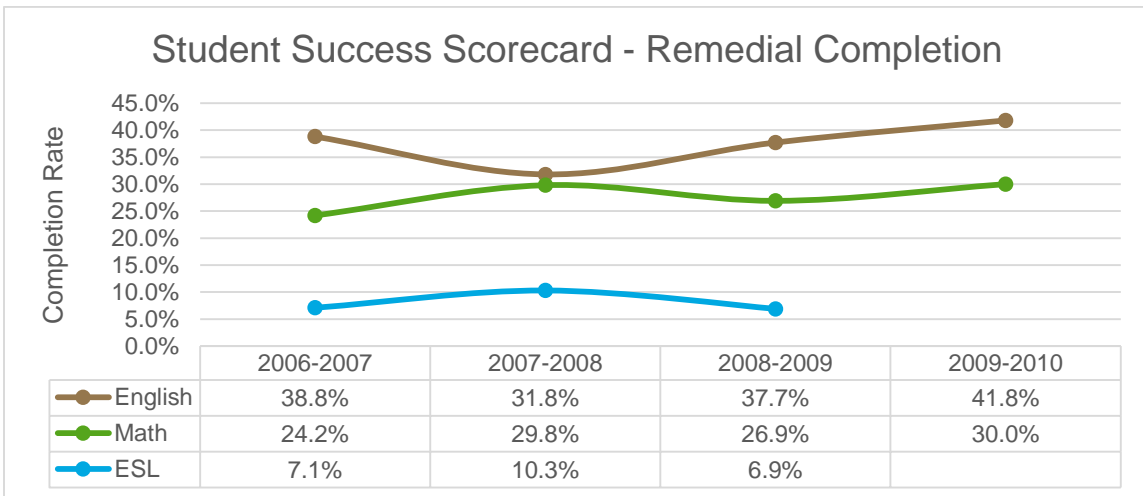
Source: Office of Institutional Effectiveness, Research and Planning. *Basic Skills Enrollment*. Coalinga, CA: West Hills Community College District.

Basic Skills Completion

Monitoring basic skills course success rates allows West Hills College Lemoore to track short-term outcomes, and data from the Student Success Scorecard Remedial Completion provides a means to track basic skills outcomes over time. The Student Success Scorecard examines a cohort of students who first enroll below college-level in math and English and tracks the percentage of students who complete college-level math or English within a six year period.

The WHCL completion rates for the most recently released cohort (2009-10) in both basic skills math and English reached a four-year high. These data do not include ESL rates. West Hills College Lemoore did not offer ESL courses in 2009-10 as a result of low enrollment.

Table 22



Source: California Community Colleges Chancellor's Office. *2016 Student Success Scorecard*. Sacramento, CA: State of California.

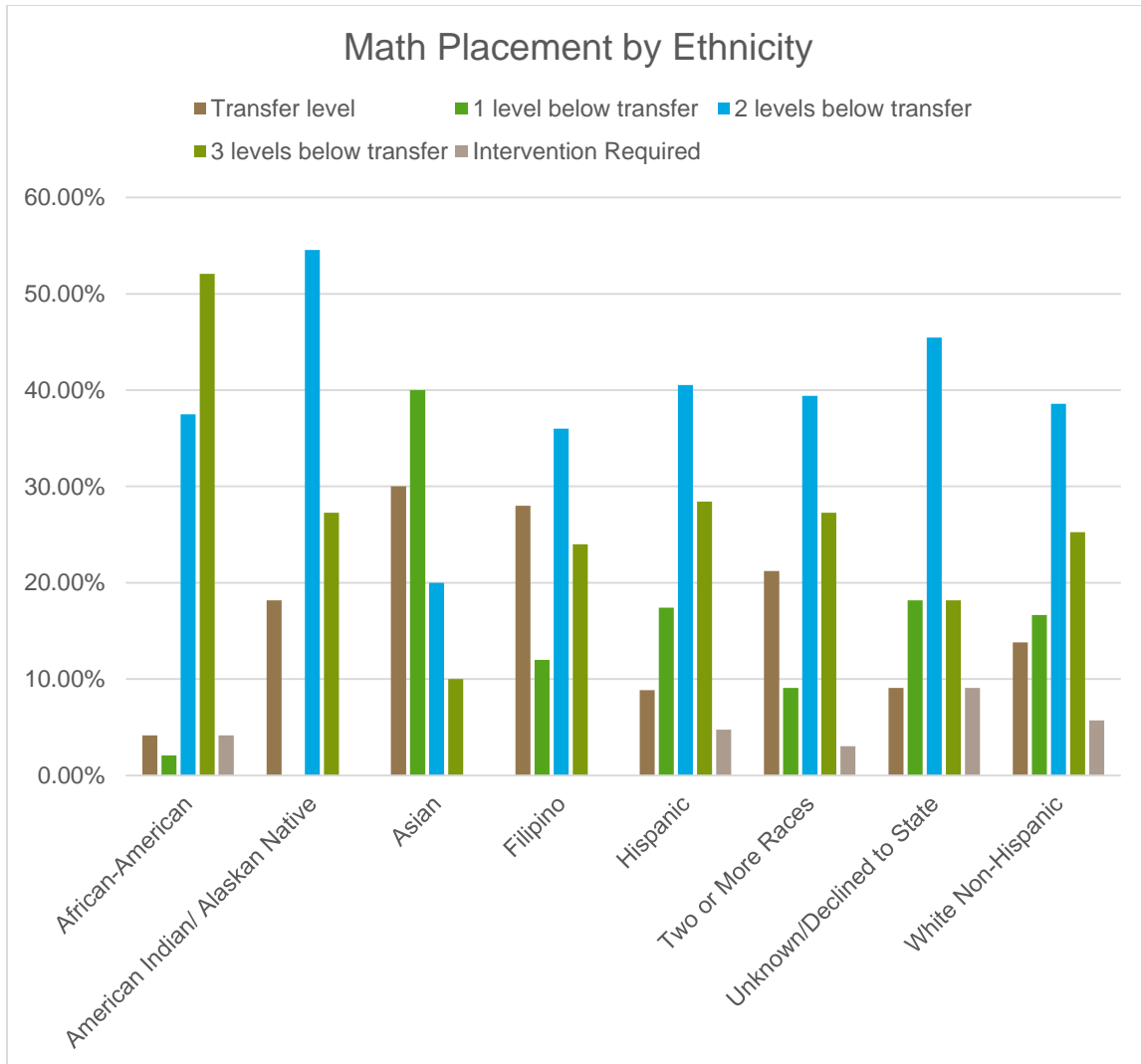
Placement Data

Math and English (writing) placement data for first-time students enrolled at West Hills College Lemoore (WHCL) in fall 2016 are identified below. Placement data includes assessment test results and multiple measures.

Math Placement by Ethnicity

Asian (30%) and Filipino (28%) students place into transfer level math courses at the highest rates. Hispanic and African American students are least likely to place into transfer level math, and over half of African American students place into basic skills math at three levels below transfer. Subpopulations with fewer than 10 students represented have been omitted from the table.

Table 23

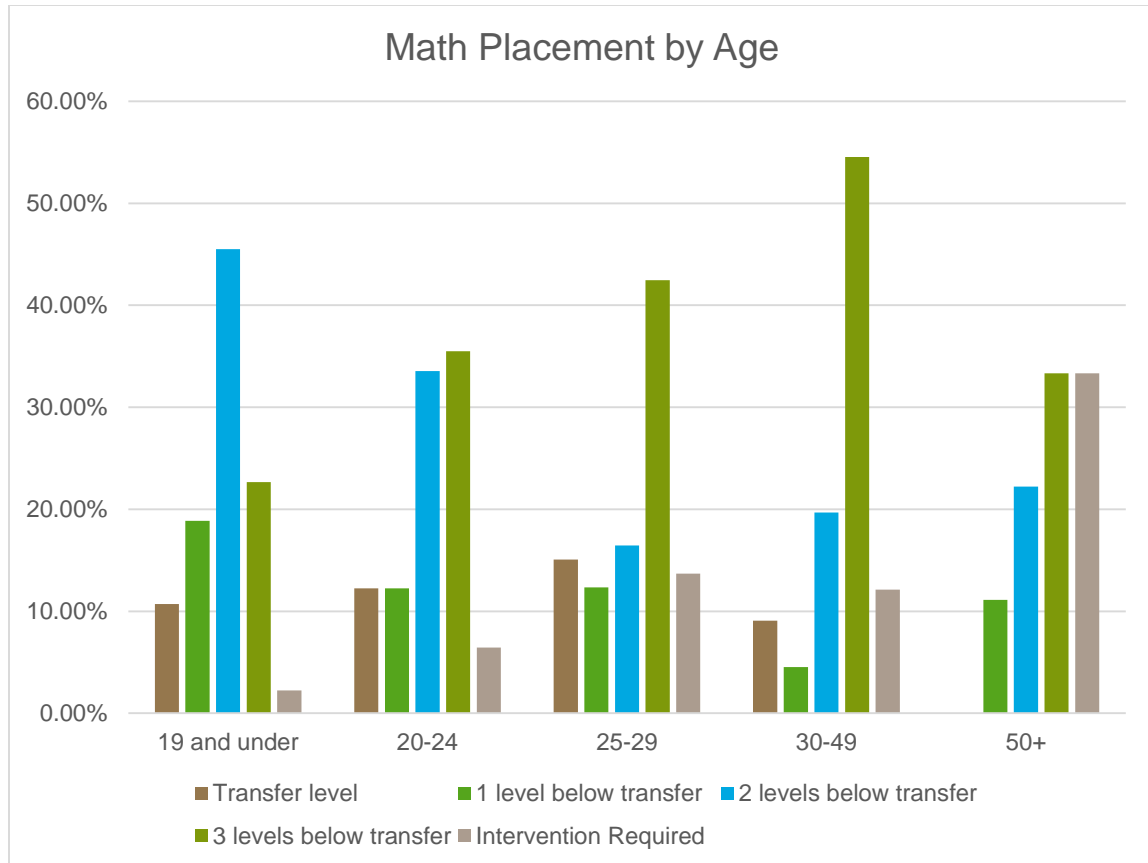


Source: Office of Institutional Effectiveness, Research and Planning. *Math Placement by Ethnicity*. Coalinga, CA: West Hills Community College District.

Math Placement by Age

Students 25 years old and younger place into higher levels of math. However, even among students ages 20-24, basic skills (three levels below transfer) is the most common placement level (35%). Basic skills placement rates are considerably higher for students ages 25-29 (42%) and those ages 30-49 (55%). Placement into transfer level math is relatively low for all age groups, with students ages 25-29 placing into transfer level math at the highest rate (15%).

Table 24

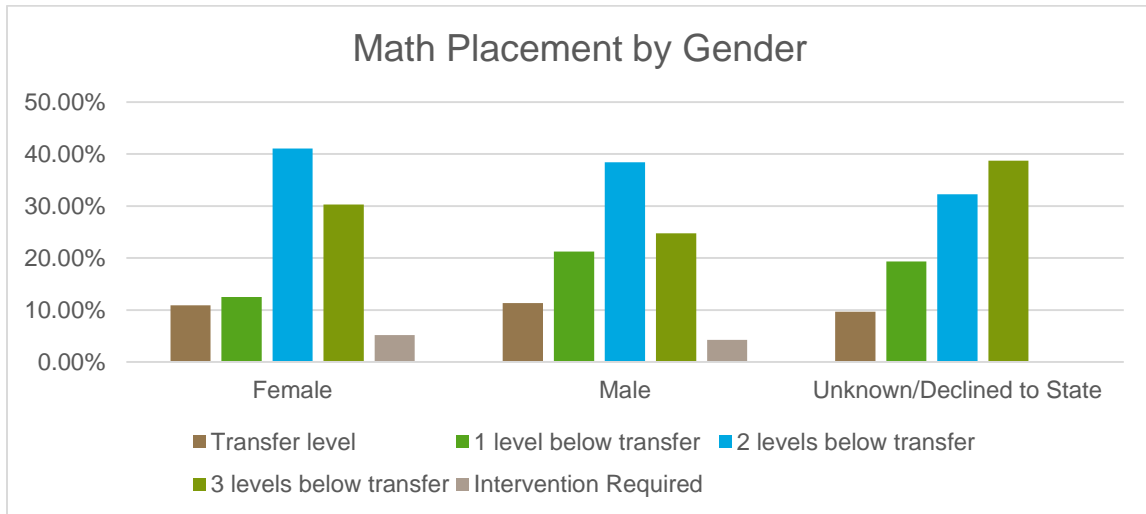


Source: Office of Institutional Effectiveness, Research and Planning. *Math Placement by Age*. Coalinga, CA: West Hills Community College District.

Math Placement by Gender

Male students place into higher levels of math as compared to female students. The difference in placement is especially noticeable at one level below transfer, where 21% of male students place in contrast to only 13% of female students.

Table 25

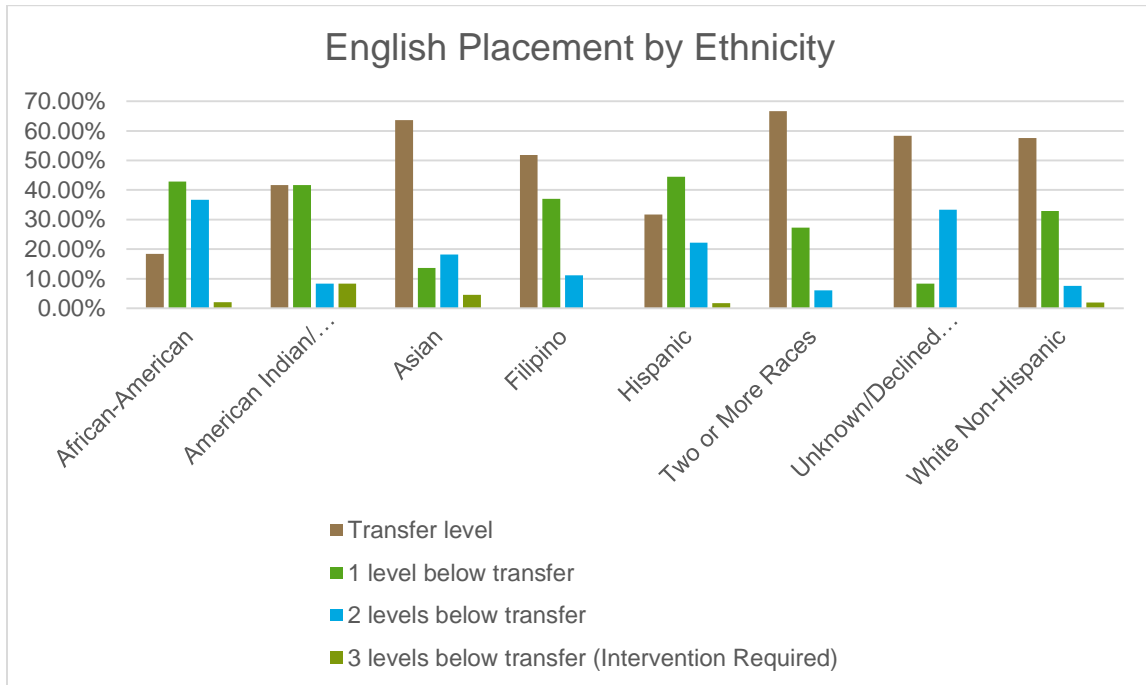


Source: Office of Institutional Effectiveness, Research and Planning. *Math Placement by Gender*. Coalinga, CA: West Hills Community College District.

English Placement by Ethnicity

African American and Hispanic students place into transfer level English at much lower rates than other student groups. Similarly, these two subpopulations are more likely to place into basic skills English (two levels below transfer), with 37% of African American students and 22% of Hispanic students placing at this level compared to 8% of White students.

Table 26

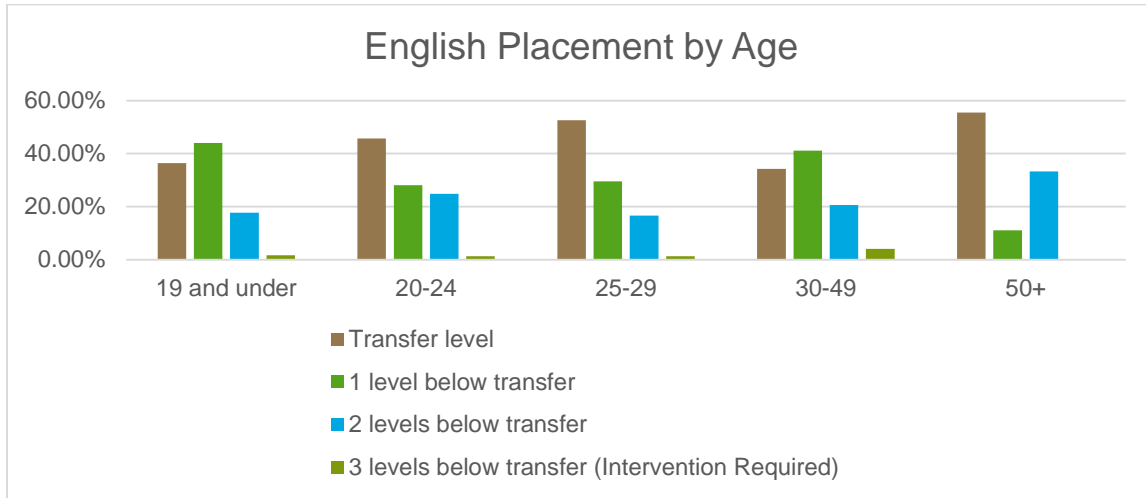


Source: Office of Institutional Effectiveness, Research and Planning. *English Placement by Ethnicity*. Coalinga, CA: West Hills Community College District.

English Placement by Age

Students between the ages of 20 to 29 place predominantly into transfer level English while younger students (19 and under) more frequently place into one level below transfer. The same pattern is true for the 30-49 age group, where one level below transfer is the most common outcome.

Table 27

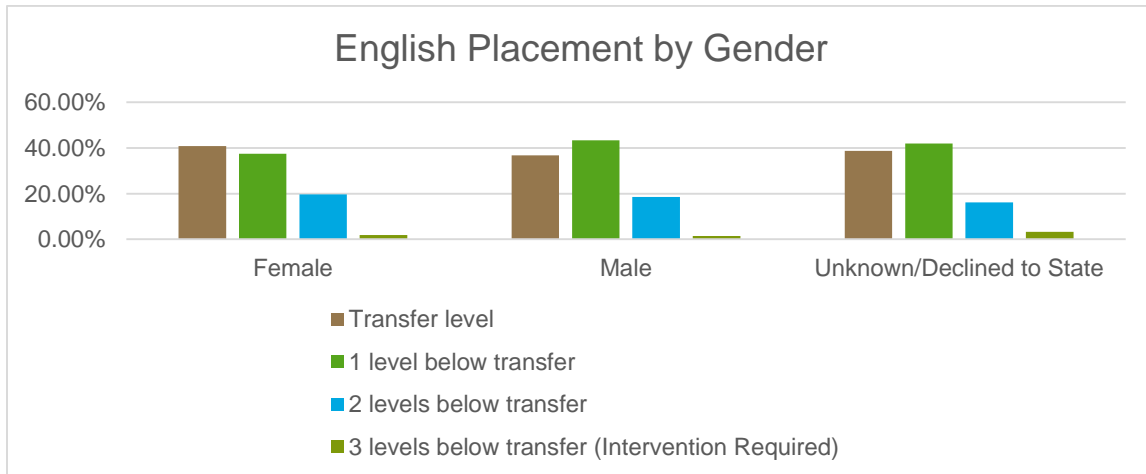


Source: Office of Institutional Effectiveness, Research and Planning. *English Placement by Age*. Coalinga, CA: West Hills Community College District.

English Placement by Gender

Female students (40%) place into transfer level English at a higher rate than males (35%). Eighteen to twenty percent of both groups place into basic skills English (two levels below transfer).

Table 28



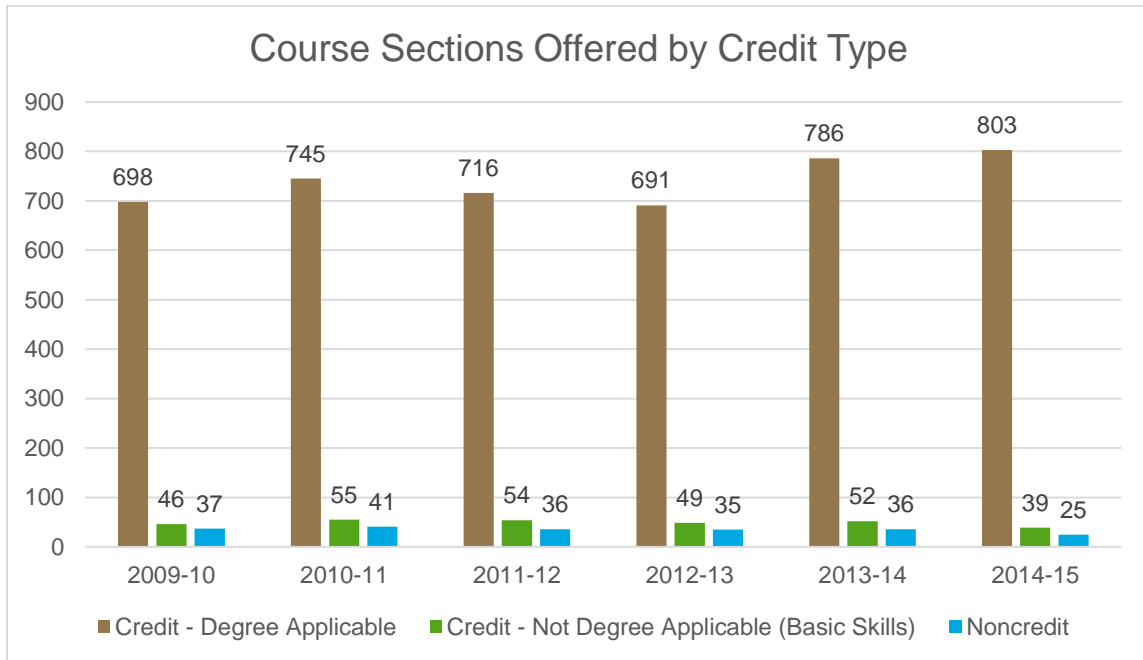
Source: Office of Institutional Effectiveness, Research and Planning. *English Placement by Gender*. Coalinga, CA: West Hills Community College District.

Course Offerings

By Credit Type

The number of credit, degree-applicable course sections offered at West Hills College Lemoore (WHCL) increased by over 100 sections from 2009-10 to 2014-15. At the same time, there was a reduction in the number of non-credit courses and non-degree applicable basic skills courses. The reduction in basic skills courses was largely the result of curriculum changes in basic skills English, where separate reading and writing courses were combined into a single, integrated basic skills English course.

Table 29

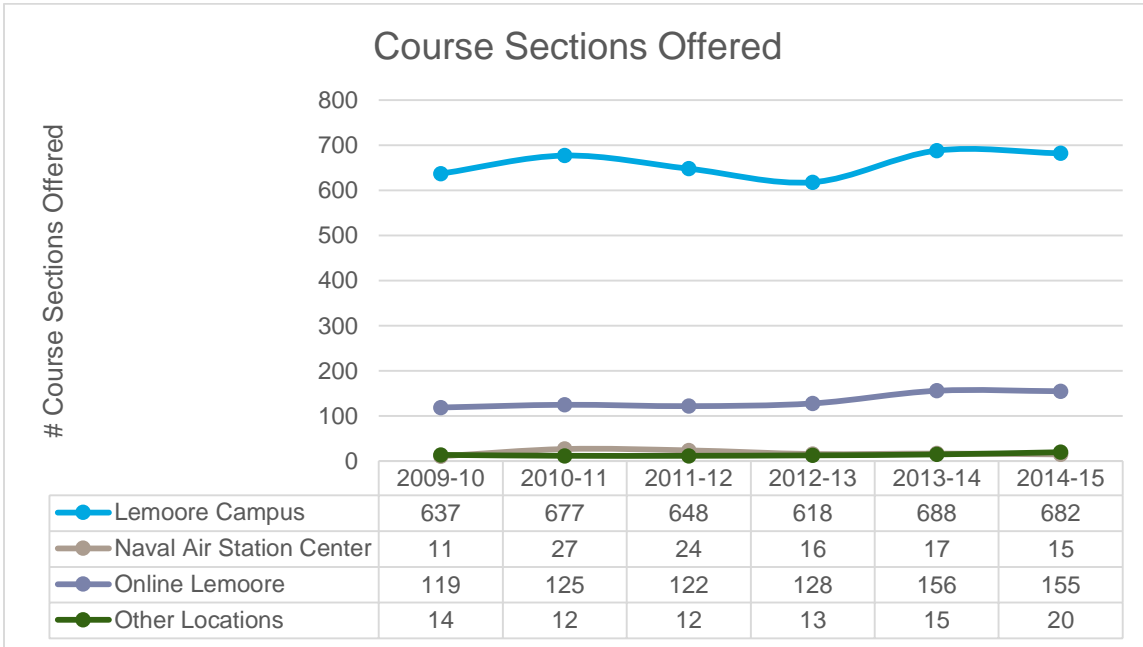


Source: Office of Institutional Effectiveness, Research and Planning. *Course Sections Offered by Credit Type*. Coalinga, CA: West Hills Community College District.

Sections Offered

Course section offerings at the West Hills College Lemoore reached a six-year low in 2012-13 resulting from planned reductions in response to budget limits. Both online and on-campus course offerings increased in 2013-14 and remained stable in 2014-15.

Table 30



Source: Office of Institutional Effectiveness, Research and Planning. *Course Sections Offered*. Coalinga, CA: West Hills Community College District.

Student Achievement

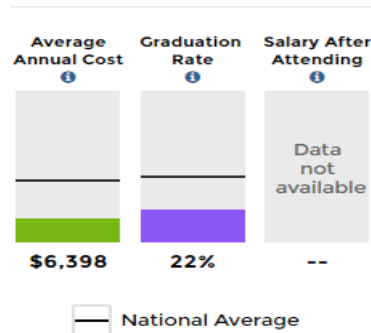
U.S. Department of Education College Scorecard

Based on data from the U.S. Department of Education Scorecard, West Hills College Lemoore’s graduation rate of 22% is above the minimum acceptable rate of 15% set by the Council of Regional Accrediting Commissions (C-RAC).

Table 31

West Hills College-Lemoore

Lemoore, CA
3,719 undergraduates



Source: U.S. Department of Education. *College Scorecard*. Washington, DC: Higher Education Agency.

Table 32

U.S. Dept. of Education Scorecard Data Elements	West Hills College Lemoore	Data Element Description
Total Enrollment - Degree Seekers	3,719	Enrollment of undergraduate certificate/degree-seeking students (UGDS)
Percentage of Enrollment - Part Time	62.8%	Share of undergraduate, degree-/certificate-seeking students who are part-time (PPTUG_EF)
Percentage of Enrollment First time Full Time	30.7%	Share of undergraduate students who are first-time, full-time degree-/certificate-seeking undergraduate students (PFTFTUG1_EF)
Number of Title IV Recipients	247	Number of Title IV students (public institutions) (NUM4_PUB)
150% Completion Rate (pooled)	22.1%	Completion rate for first-time, full-time students at less-than-four-year institutions (150% of expected time to completion), pooled for two year rolling averages (C150_L4_POOLED)
Completion cohort size (most recent cohort; 2011-12 first-time, full-time degree seeking students)	347	Adjusted cohort count for completion rate at less-than-four-year institutions (denominator of completion rate) (D150_L4)
Retention Rate Full-Time	65.5%	First-time, full-time student retention rate at less-than-four-year institutions (RET_FTL4)
Retention Rate Part-Time	41.1%	First-time, part-time student retention rate at less-than-four-year institutions (RET_PTL4)
Percentage of Students with Federal Loans(?)	6.3%	Percent of all federal undergraduate students receiving a federal student loan (PCTFLOAN)
Number of Students with Federal Student Loans	385	Number of students in the cumulative loan debt cohort (CUML_DEBT_N)
Percentage of Students with Pell	45.2%	Percentage of undergraduates who receive a Pell Grant (PCTPELL)
3 Year Federal Student Loan Default Rate	19.2%	Three-year cohort default rate (CDR3)
Median Student Debt	\$7,000	The median original amount of the loan principal upon entering repayment (DEBT_MDN)
Median Graduate Debt	\$9,500	The median debt for students who have completed (GRAD_DEBT_MDN)
Median Debt of Non-Completers	\$6,500	The median debt for students who have not completed (WDRAW_DEBT_MDN)

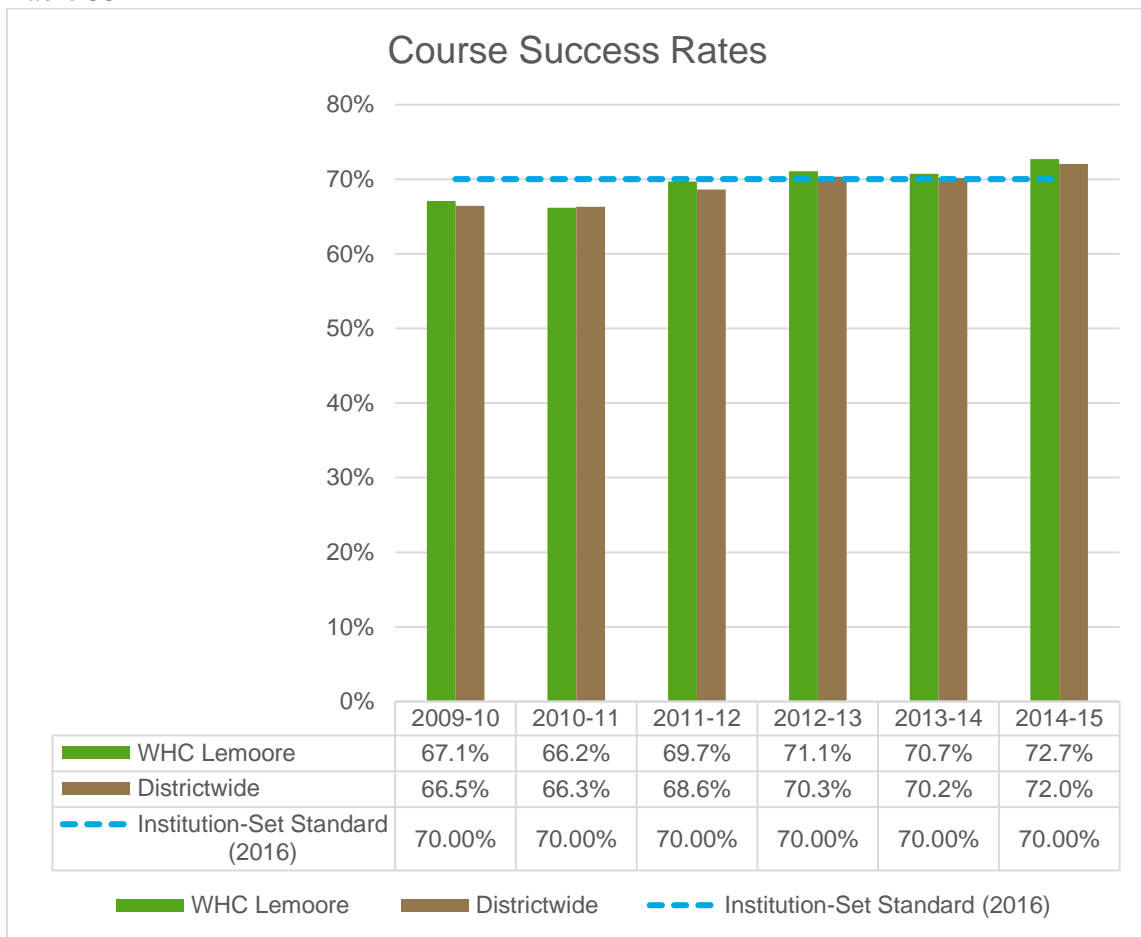
Source: U.S. Department of Education. *College Scorecard*. Washington, DC: Higher Education Agency.

Course Success--Overall

The course success rate is defined as the percentage of students receiving a grade of A, B, C, or pass, divided by the total number of students receiving any evaluative mark, including 'W' (withdrawal).

Course success rates have been increasing since 2009-10, reaching a six-year high for both West Hills College Lemoore (WHCL) and the District in 2014-15. West Hills College Lemoore has an institution-set standard course success rate of 70%. In addition to this standard, in alignment with the District 2016-2020 strategic plan, the College set a course success rate goal of 75% by 2020.

Table 33

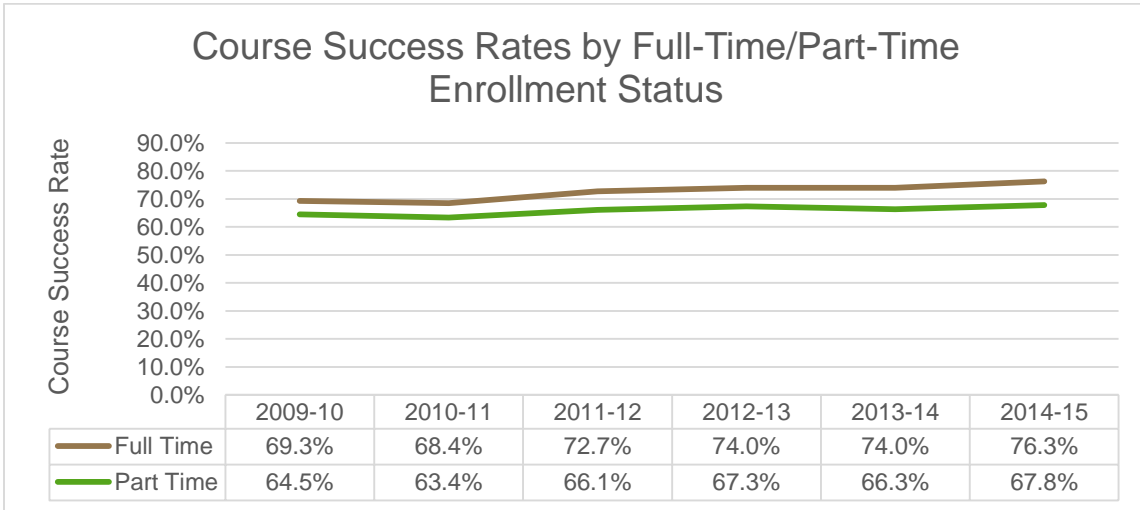


Source: Office of Institutional Effectiveness, Research and Planning. *Course Success Rates*. Coalinga, CA: West Hills Community College District.

Course Success Rates by Full-Time/Part-Time Status

Course success rates among full-time students (≥ 12 units per semester) are consistently 5-8% higher than those of part-time students (enrolled in < 12 units).

Table 34

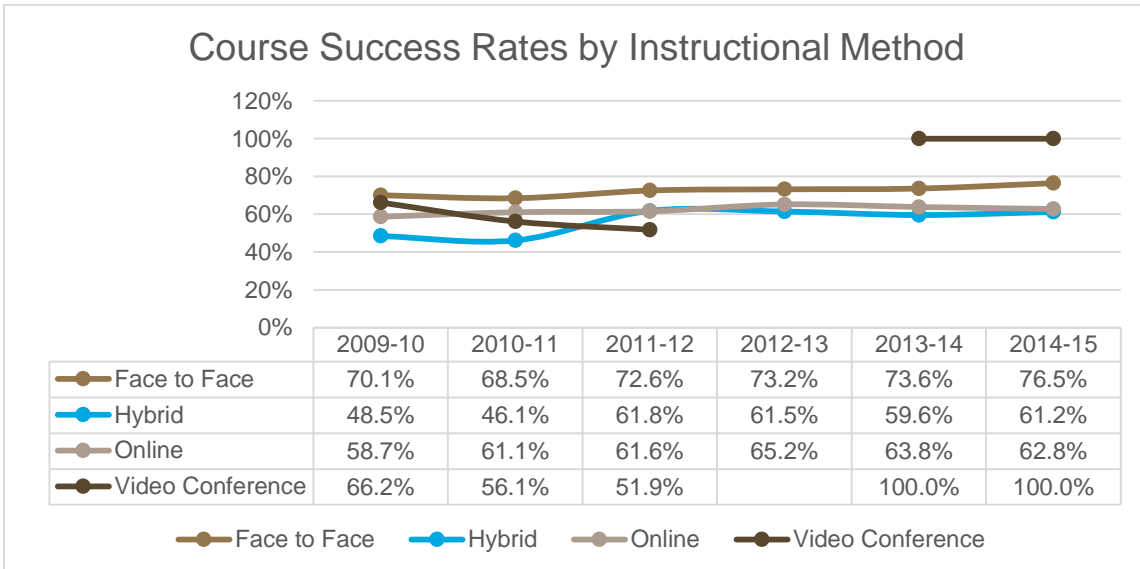


Source: Office of Institutional Effectiveness, Research and Planning. *Course Success Rates by Full-Time/Part-Time Enrollment Status*. Coalinga, CA: West Hills Community College District.

Course Success by Instructional Method

Success rates in face to face courses have increased by over 6% since 2009-10. Online course success rates have also increased, but at a slightly slower pace. Over the past six years, online success rates have typically been about 10% lower than those of face to face courses. Success rates among hybrid courses are similar to those of online courses and have remained steady (60%) over the past three years. Success rates in video conference courses have varied considerably; however, it should be noted only one video conference course was offered in 2011-12, 2013-14, and 2014-15.

Table 35



Source: Office of Institutional Effectiveness, Research and Planning. *Course Success Rates by Instructional Method*. Coalinga, CA: West Hills Community College District.

Course Success by Age

Course success rates by age have increased over the past six years correlating with overall institutional course success rates. Students 20-24 years old have consistently had the lowest success rates based on the proportion of the group, accounting for 40% of total College enrollments.

Table 36

Success Rates by Age

Age Group	Academic Year					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
19 and under	65.95%	64.77%	68.64%	70.94%	69.77%	73.70%
20-24	64.66%	65.34%	67.68%	68.31%	67.69%	70.26%
25-29	68.96%	67.45%	72.36%	74.56%	71.16%	74.40%
30-49	71.39%	68.37%	72.48%	73.65%	77.67%	74.62%
50+	73.38%	69.83%	76.14%	77.21%	78.17%	74.76%
Unknown/Declined to State	66.67%	-	-	-	100.00%	-

Source: Office of Institutional Effectiveness, Research and Planning. *Course Success Rates by Instructional Method*. Coalinga, CA: West Hills Community College District.

Course Success by Race/Ethnicity

While course success rates among African American and Hispanic students have increased by seven to eight percentage points over the past six years, these two groups continue to have lower success rates when compared to White and Asian students.

Table 37

Course Success Rates by Ethnicity

Race/Ethnicity	Academic Year					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
African American	55.0%	55.5%	61.8%	62.8%	63.3%	63.1%
American Indian/ Alaskan Native	65.5%	61.8%	71.7%	68.3%	73.2%	71.2%
Asian	70.0%	76.8%	78.7%	78.6%	77.0%	80.5%
Filipino	74.9%	74.5%	78.5%	78.6%	77.7%	74.9%
Hispanic	64.2%	63.2%	66.3%	67.3%	67.6%	71.2%
Pacific Islander	72.9%	70.9%	64.7%	66.0%	55.3%	61.4%
Two or More Races	63.0%	66.3%	77.0%	74.0%	76.1%	72.1%
Unknown/Declined to State	69.2%	67.1%	69.8%	68.7%	70.5%	72.4%
White Non-Hispanic	72.0%	71.2%	74.7%	77.7%	76.4%	77.1%

Source: Office of Institutional Effectiveness, Research and Planning. *Course Success Rates by Ethnicity*. Coalinga, CA: West Hills Community College District.

Course Success by Gender

Course success rates among female students have been consistently higher than male students by approximately one to two percent.

Table 38

Course Success Rates by Gender

	Academic Year					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Female	67.9%	67.6%	71.2%	71.6%	71.8%	73.4%
Male	65.7%	63.9%	67.6%	70.2%	69.1%	71.6%
Unknown/Declined to State	76.7%	67.8%	60.7%	74.0%	66.1%	74.6%

Source: Office of Institutional Effectiveness, Research and Planning. *Course Success Rates by Gender*. Coalinga, CA: West Hills Community College District.

Course Success by Socio-Economic Status

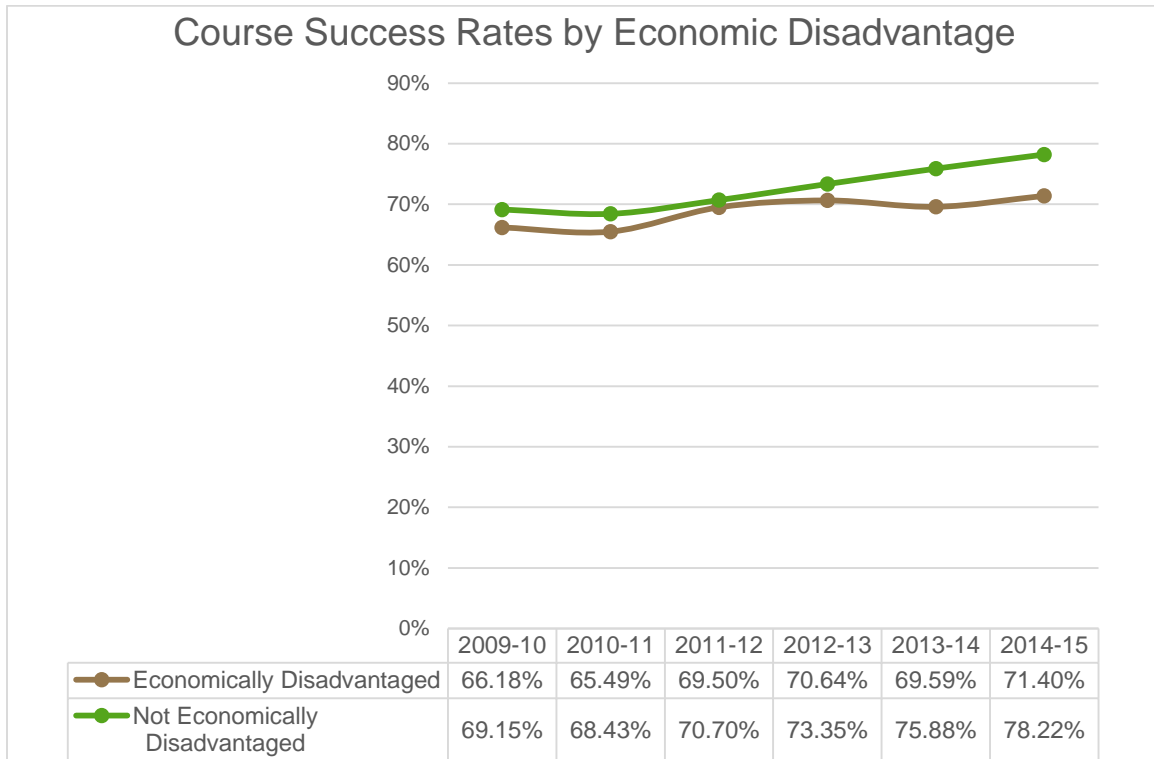
Following the definition used by the California Community College Chancellor's Office, West Hills Lemoore defines students as economically disadvantaged based on the following factors:

- WIA Status
- Financial Aid BOGW and Pell awards
- CalWORKs participation
- VTEA economically disadvantage status

Students classified as economically disadvantaged account for approximately 70% of all enrolled students at West Hills College Lemoore.

While success rates have increased for both students who are classified as economically disadvantaged and those who are not, the gap between these groups has also widened in the past two academic years. In 2013-14 and 2014-15 students who are not economically disadvantaged completed their courses at a six to seven percent higher rate than students classified as economically disadvantaged. This is a significant change from previous years when the gap was typically two to three percent.

Table 39

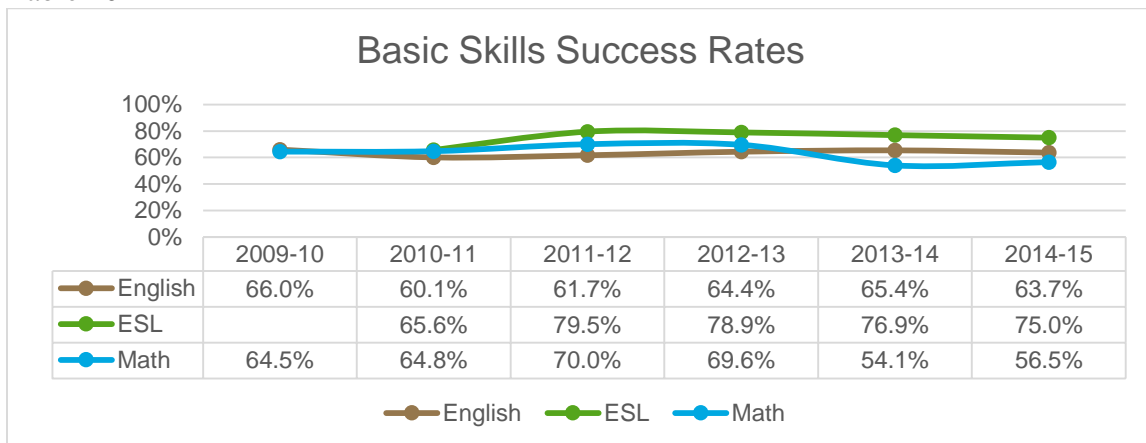


Source: Office of Institutional Effectiveness, Research and Planning. *Course Success Rates by Economic Disadvantage*. Coalinga, CA: West Hills Community College District.

Basic Skills Course Success

Table 40 shows a decline in basic skills math success rates beginning 2013-14 which coincides with a campus policy change whereby students were no longer permitted to receive reduced variable credit for a basic skills math course. Basic skills English and ESL success rates have remained stable over the past several years.

Table 40

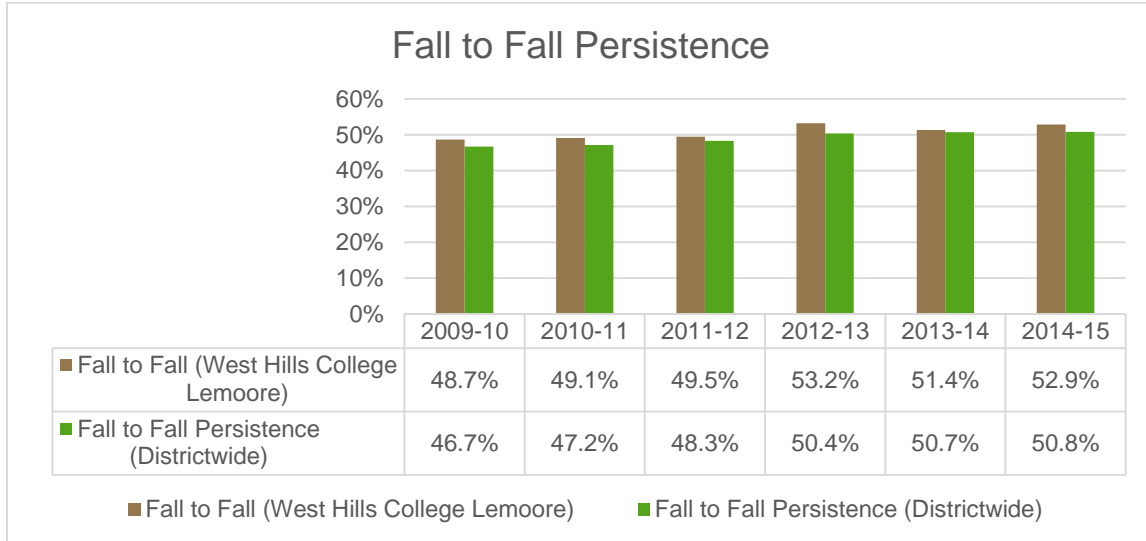


Source: Office of Institutional Effectiveness, Research and Planning. *Basic Skills Success Rates*. Coalinga, CA: West Hills Community College District.

Persistence Rates

Persistence rates at West Hills College Lemoore show an increase from 2009-10 to 2014-15. College persistence rates at WHCL are consistently higher than those of the District.

Table 41

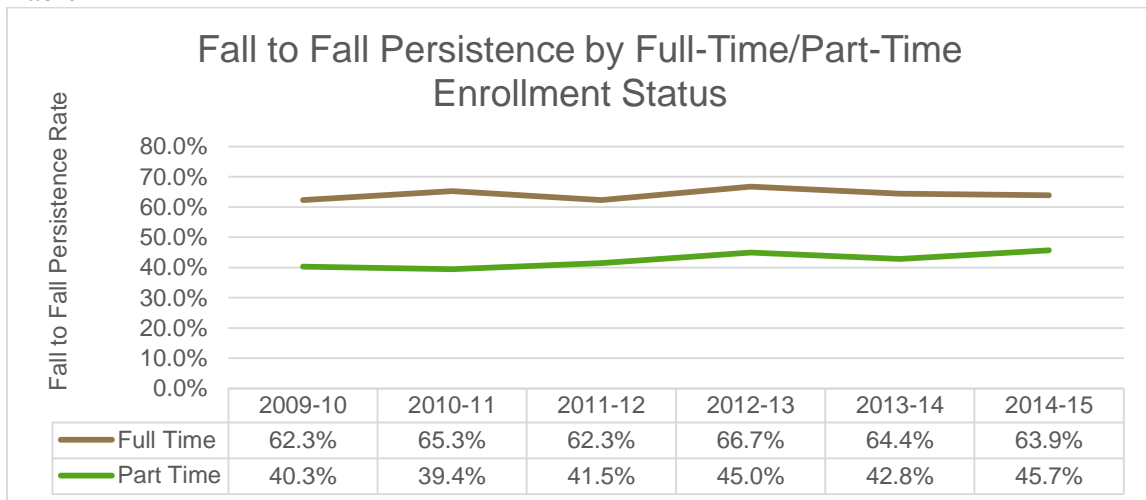


Source: Office of Institutional Effectiveness, Research and Planning. *Fall to Fall Persistence*. Coalinga, CA: West Hills Community College District.

Fall to Fall Persistence by Full-Time/Part-Time Status

Over the past six years, fall to fall persistence rates among full-time students have been 20-25% higher among full-time (enrolled in 12 or more units) students than those of part-time students.

Table 42

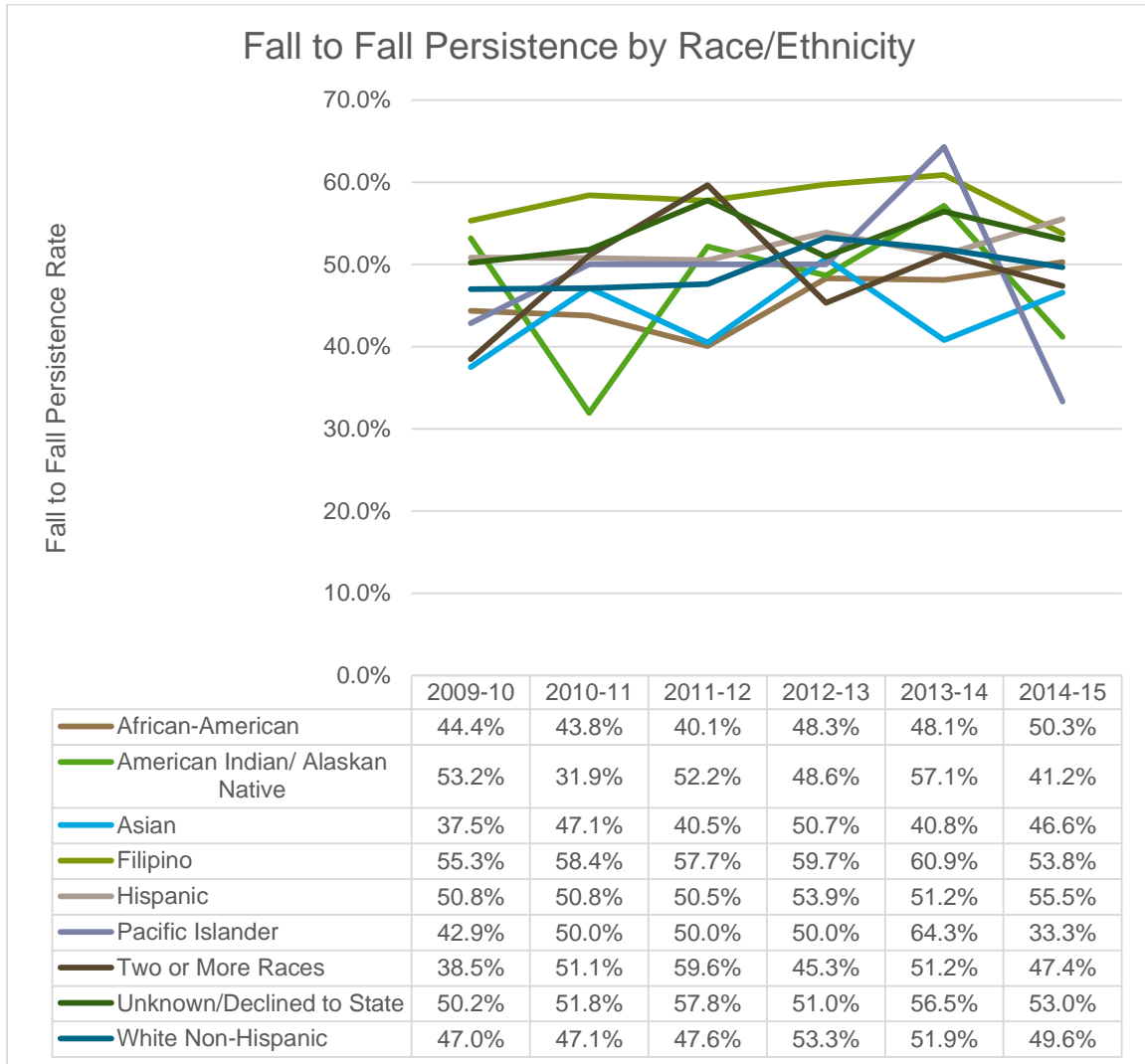


Source: Office of Institutional Effectiveness, Research and Planning. *Fall to Fall Persistence by Full-Time/Part-Time Enrollment Status*. Coalinga, CA: West Hills Community College District.

Fall to Fall Persistence by Ethnicity

Fall to fall persistence rates do not significantly vary between racial and ethnic groups with rates ranging between 50-55%. There tends to be some degree of variation among small subpopulations (i.e., American Indian/Alaskan Native, Asian, Pacific Islander, and Two or More Races).

Table 43

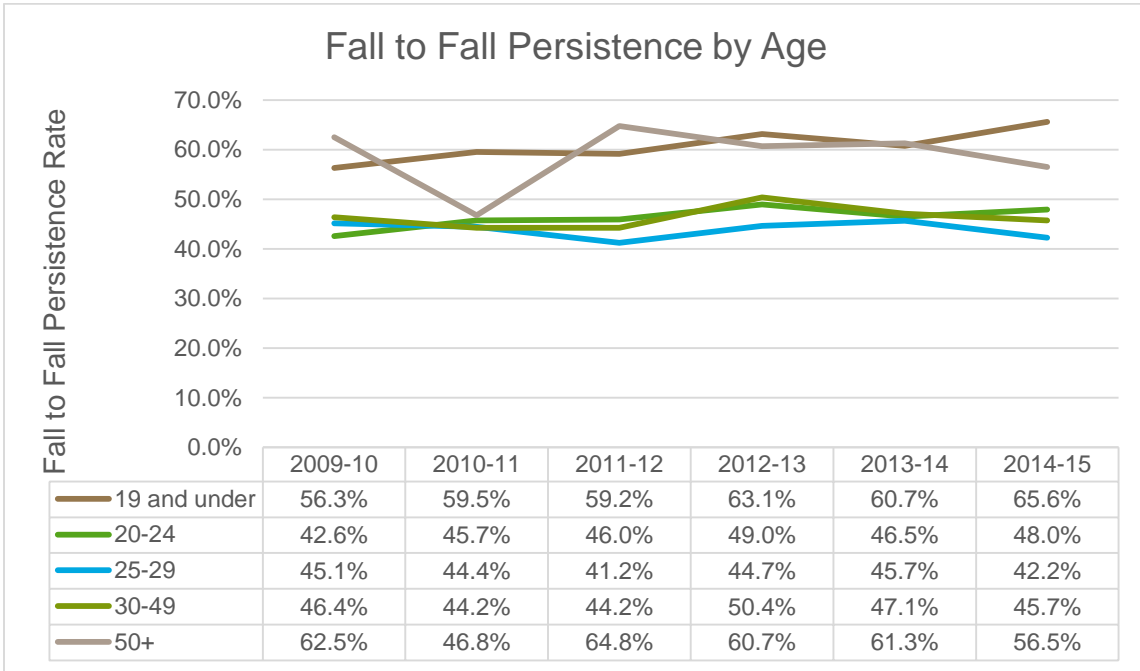


Source: Office of Institutional Effectiveness, Research and Planning. *Fall to Fall Persistence by Full-Time/Part-Time Enrollment Status*. Coalinga, CA: West Hills Community College District.

Fall to Fall Persistence by Age

Students 19 years old and under have consistently had a higher rate of fall to fall persistence than other age groups. Students over the age of 50 tend to have higher persistence rates as well, but is proportionally a small subpopulation of the entire student body. Students 25-29 years old consistently have demonstrated the lowest persistence since 2011-12.

Table 44

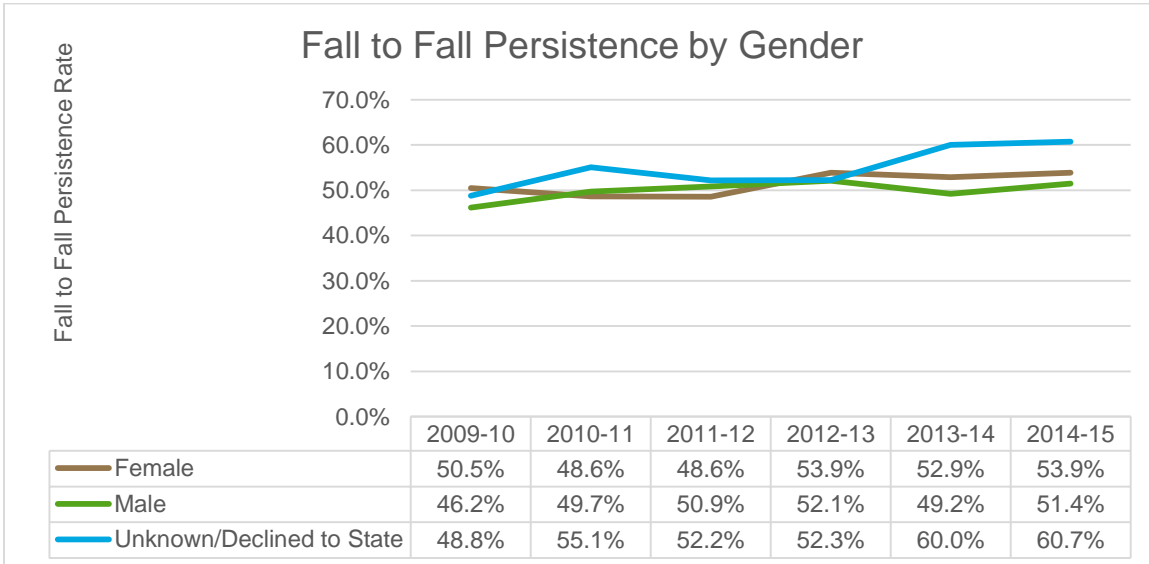


Source: Office of Institutional Effectiveness, Research and Planning. *Fall to Fall Persistence by Age*. Coalinga, CA: West Hills Community College District.

Fall to Fall Persistence by Gender

Female students have displayed a persistence at a one to two percent higher rate than male students, though this pattern has varied somewhat over the past six years with males having higher persistence rates in 2010-11 and 2011-12.

Table 45

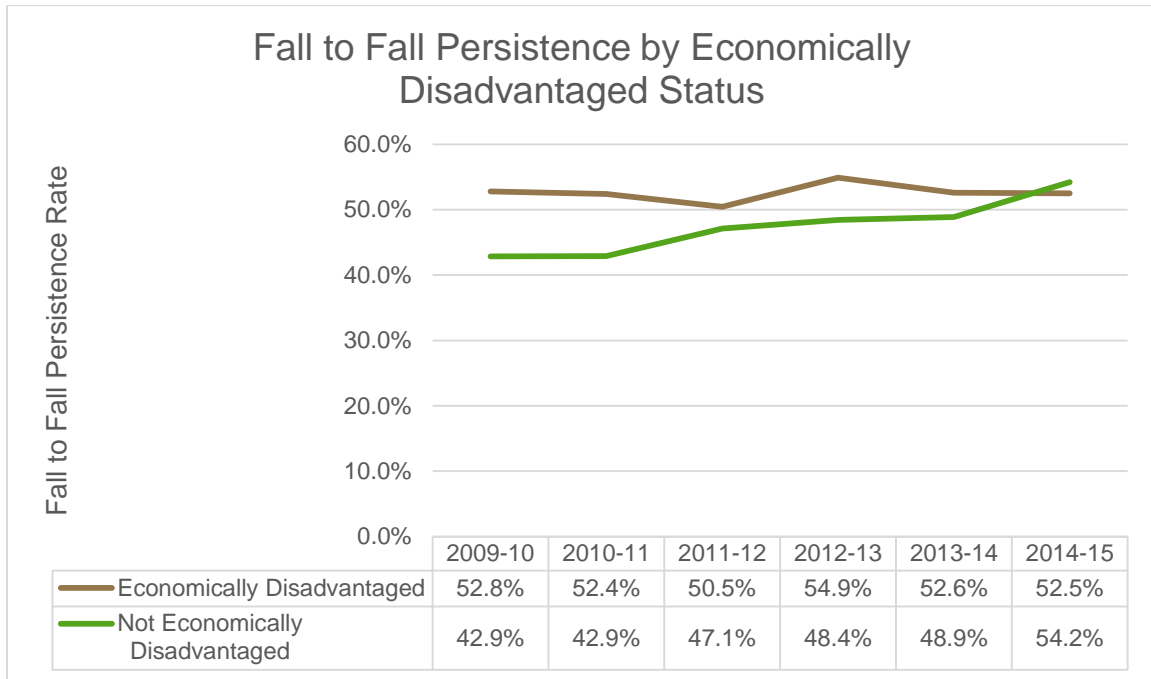


Source: Office of Institutional Effectiveness, Research and Planning. *Fall to Fall Persistence by Gender*. Coalinga, CA: West Hills Community College District.

Fall to Fall Persistence by Economically Disadvantaged Status

Students classified as economically disadvantaged (typically those receiving a Board of Governors Fee Waiver or Pell Grant) have historically persisted at a higher rate than those not classified as disadvantaged. The gap between these two groups has narrowed over the past six years, with non-disadvantaged students demonstrating a higher persistence rate in 2014-15.

Table 46



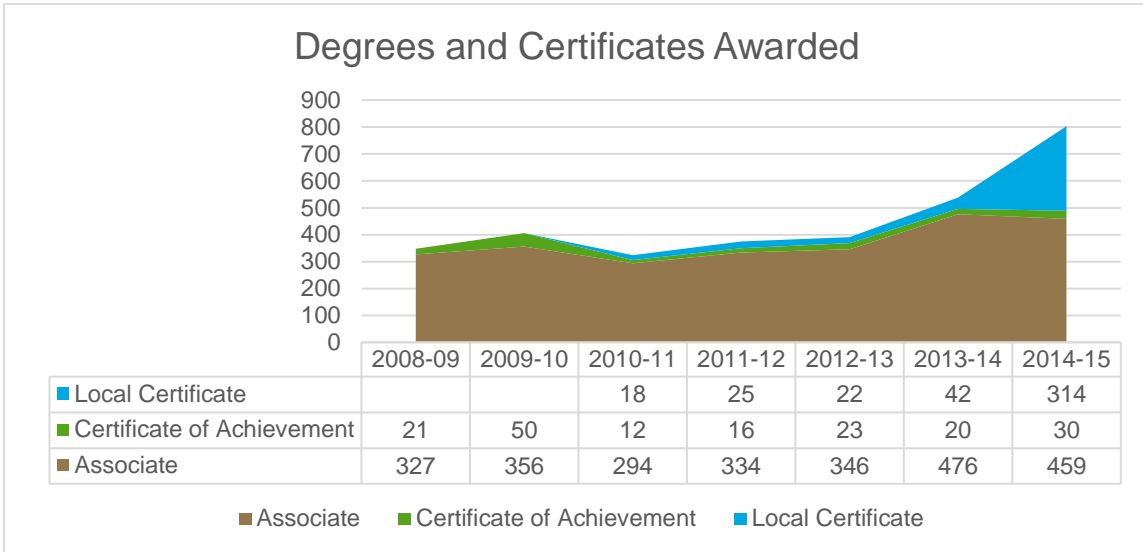
Source: Office of Institutional Effectiveness, Research and Planning. *Fall to Fall Persistence by Economically Disadvantaged Status*. Coalinga, CA: West Hills Community College District.

Degrees and Certificates Awarded Annually

In 2014-15 the District embarked on an effort to award certificates of achievement and local certificates to all qualifying students regardless of student petition filings or requests. This effort resulted in a spike in the number of local certificates awarded by West Hills College Lemoore in 2014-15, largely due to a backlog of enrolled students who had not petitioned for their certificates. Now that the backlog has been addressed, it is anticipated that the level of certificates awarded will reduce in coming years.

In addition to the institution-set standards discussed in the sections below, West Hills College Lemoore, as part of the District and College strategic planning processes, has set a goal to award 778 degrees and certificates annually by 2019-20.

Table 47

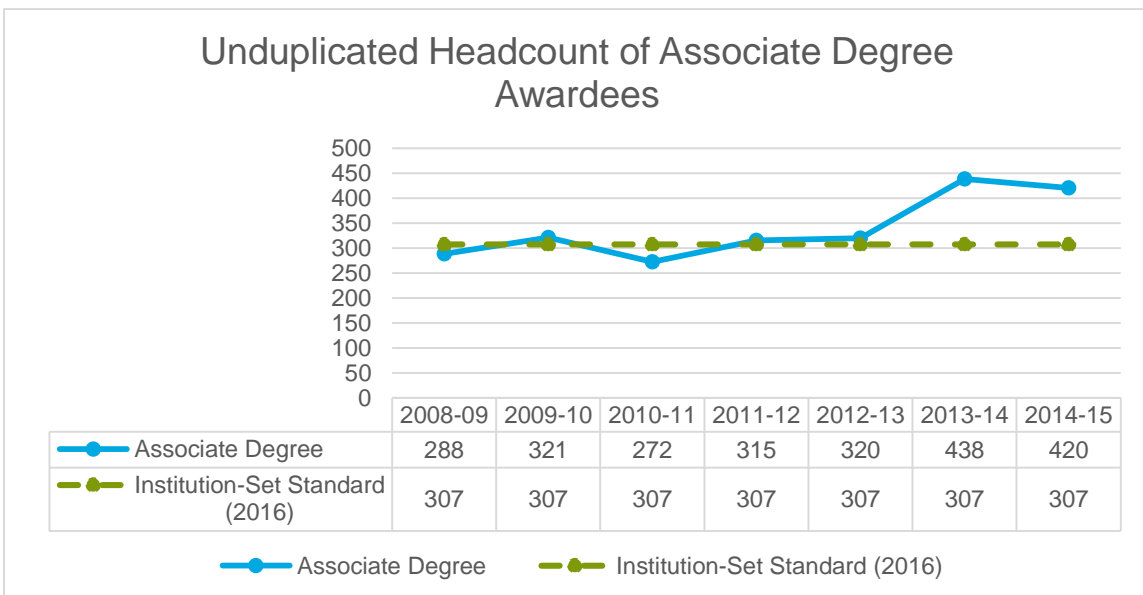


Source: Office of Institutional Effectiveness, Research and Planning. *Degrees and Certificates Awarded*. Coalinga, CA: West Hills Community College District.

Associate Degree Annual Totals

The number of annual degree awards has increased since 2008-9. West Hills College Lemoore reached the institution-set standard of awarding more than 307 degrees in five of the past seven years. Degrees awarded during 2014-15 were 420. For continuous improvement, in fall 2016 the College updated institution-set standards increasing the baseline to 550 students completing Associate Degrees annually.

Table 48

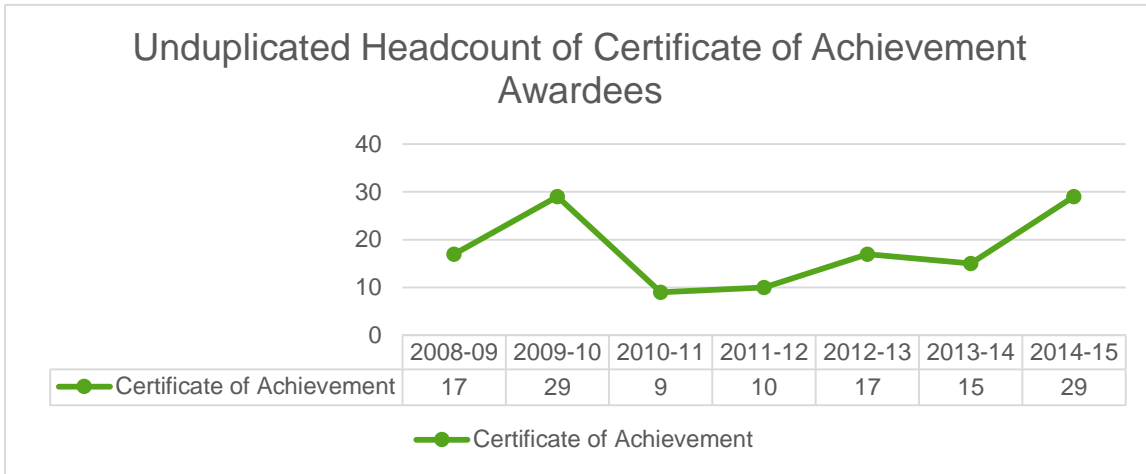


Source: Office of Institutional Effectiveness, Research and Planning. *Unduplicated Headcount of Associate Degree Awardees*. Coalinga, CA: West Hills Community College District.

Certificate of Achievement Annual Totals

West Hills College Lemoore has increased the number of certificates awarded to students over the last five years. In 2014-15 the College awarded 29 certificates. During the fall 2016 institution-set standards review, the Planning and Governance Council established a criteria of 40 for students completing Certificates of Achievement annually.

Table 49

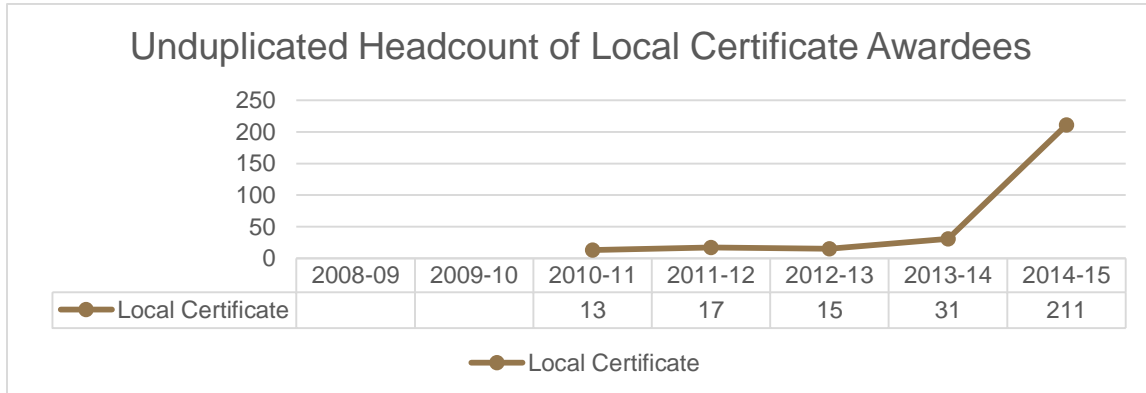


Source: Office of Institutional Effectiveness, Research and Planning. *Unduplicated Headcount of Degree and Certificate Awardees*. Coalinga, CA: West Hills Community College District.

Local Certificates Annual Totals

While state regulations do not allow certificates to be recorded on student transcripts, local certificates are awarded to students who complete programmatic coursework consisting of 18 units or less. Local certificates were first awarded in 2010-11 following changes to Title V of the California Code of Regulations. As noted, a large increase in local certificates was a result of the District awarding certificates without requiring a student to petition.

Table 50



Source: Office of Institutional Effectiveness, Research and Planning. *Unduplicated Headcount of Local Certificate Awardees*. Coalinga, CA: West Hills Community College District.

Five Year Award History

Table 51 provides an overview of the College award history from 2009-10 to 2014-15. The ACCJC 2016 Annual Reports contain licensure examination passage rates and job placement rates for West Hills College programs. A recent review of annual data inspired the College to establish new examination pass rates of 85% and job placement rates of 60% for qualifying programs in administration of justice, business, child development, computer information systems, and allied health.

Table 51

		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Administration of Justice	Assoc. in Science for Transfer	-	-	1	2	12	10
	Associate of Arts	19	7	16	21	24	25
	Associate of Science	13	14	16	9	10	5
	Total	32	21	33	32	46	40
Art	Associate in Arts for Transfer	-	-	-	-	-	0
	Associate of Arts	3	0	2	2	3	3
	Total	3	0	2	2	3	3
Automotive Technology	Certificate of Achievement	0	-	-	-	-	-
	Total	0	-	-	-	-	-
Biology	Associate of Arts	0	0	0	0	0	0
	Associate of Science	1	6	3	1	2	1
	Total	1	6	3	1	2	1
Business	Assoc. in Science for Transfer	-	-	-	-	-	8
	Associate of Arts	26	17	18	21	17	19
	Associate of Science	1	3	13	13	31	25
	Certificate of Achievement	6	4	13	14	12	11
	Local Certificate	0	2	0	0	10	18
	Total	33	26	44	48	70	81
Chemistry	Associate of Arts	0	-	-	-	-	-
	Associate of Science	1	0	0	0	0	0
	Total	1	0	0	0	0	0
Child Development	Assoc. in Science for Transfer	-	-	-	-	-	0
	Associate of Arts	9	5	11	10	16	12
	Associate of Science	0	1	2	2	1	2
	Certificate of Achievement	41	6	2	7	3	12
	Local Certificate	0	11	16	13	17	211
	Total	50	23	31	32	37	237
Communication	Associate in Arts for Transfer	-	-	-	-	-	0
	Associate of Arts	0	-	-	-	-	-
	Total	0	-	-	-	-	0
Computer Information Systems	Associate of Arts	8	2	9	10	7	9
	Associate of Science	6	4	8	5	5	5
	Certificate of Achievement	3	2	-	-	-	-

	Local Certificate	0	0	3	2	6	38
	Total	17	8	20	17	18	52
Education	Associate in Arts for Transfer	-	-	-	-	-	0
	Total	-	-	-	-	-	0
Education Assistant	Local Certificate	0	-	-	-	-	-
	Total	0	-	-	-	-	-
Emergency Medical Training	Associate of Science	-	-	-	-	-	0
	Certificate of Achievement	-	-	-	-	-	0
	Total	-	-	-	-	-	0
Engineering	Associate of Arts	0	0	0	0	0	0
	Associate of Science	9	2	3	5	4	5
	Total	9	2	3	5	4	5
Geography	Assoc. in Science for Transfer	-	-	-	-	-	0
	Associate in Arts for Transfer	-	-	-	-	-	1
	Associate of Arts	0	0	0	0	0	0
	Total	0	0	0	0	0	1
Geology	Associate of Arts	0	0	0	0	0	0
	Associate of Science	0	0	1	0	0	0
	Total	0	0	1	0	0	0
Health Education	Associate of Arts	0	1	0	0	0	0
	Associate of Science	24	28	34	44	55	53
	Total	24	29	34	44	55	53
Health Science	Associate of Science	34	33	35	42	42	50
	Certificate of Achievement	0	0	0	0	1	0
	Local Certificate	0	0	0	0	0	0
	Total	34	33	35	42	43	50
Hotel, Restaurant, Casino Mgmt	Associate of Arts	0	0	0	1	0	1
	Certificate of Achievement	0	0	1	2	4	7
	Local Certificate	0	5	6	7	9	46
	Total	0	5	7	10	13	54
Humanities	Associate of Arts	0	0	-	-	-	-
	Local Certificate	-	-	-	-	-	1
	Total	0	0	-	-	-	1
Kinesiology	Associate of Arts	4	1	4	8	8	15
	Total	4	1	4	8	8	15
Liberal Arts	Associate of Arts	162	137	128	133	198	187
	Total	162	137	128	133	198	187
Math	Assoc. in Science for Transfer	-	-	2	3	1	2
	Associate of Arts	1	1	2	1	1	2
	Total	1	1	4	4	2	4
Physical Education	Associate of Arts	0	-	-	-	-	-
	Associate of Science	1	-	-	-	-	-
	Total	1	-	-	-	-	-

Physics	Assoc. in Science for Transfer	-	-	0	0	1	0
	Associate of Arts	0	0	0	0	0	0
	Associate of Science	0	0	0	0	0	0
	Total	0	0	0	0	1	0
Political Science	Associate in Arts for Transfer	-	-	-	-	-	0
	Total	-	-	-	-	-	0
Psychology	Associate of Arts	28	27	25	12	38	18
	Total	28	27	25	12	38	18
Social Science	Associate of Arts	6	5	1	1	-	-
	Total	6	5	1	1	-	-
Sociology	Associate in Arts for Transfer	-	-	-	-	-	1
	Total	-	-	-	-	-	1

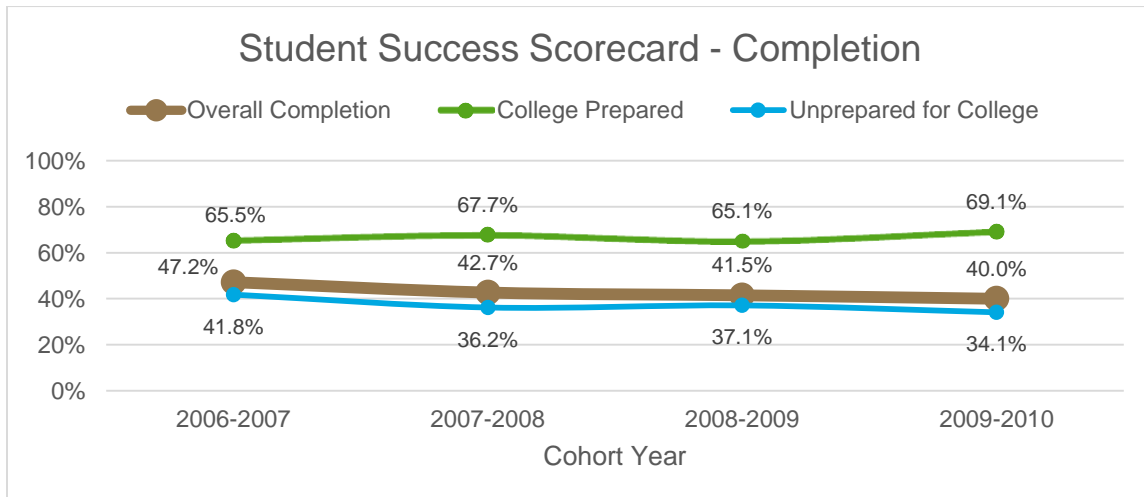
Source: Office of Institutional Effectiveness, Research and Planning. *Five Year Award History*. Coalinga, CA: West Hills Community College District.

Degrees and Certificates Completion Rates

The California Community College Chancellor's Office Student Success Scorecard tracks degree- and transfer-seeking students who complete their education within six years of enrolling. Completion of a degree, certificate of achievement, transfer to a four-year institution, or transfer-ready status (completion of sixty transferable units, with a 2.0 GPA or better) are all considered successful outcomes for this metric.

While the completion rate of college ready students (entering at college-level math and English) has increased since the Scorecard was introduced four years ago, the completion rate among students placing below college-level math and English has declined over the last several years. Unprepared students made up 83% of the most recent cohort (first-time students from 2009-10). The declining rate of unprepared students shows a net decrease in the overall completion rate for the College.

Table 52

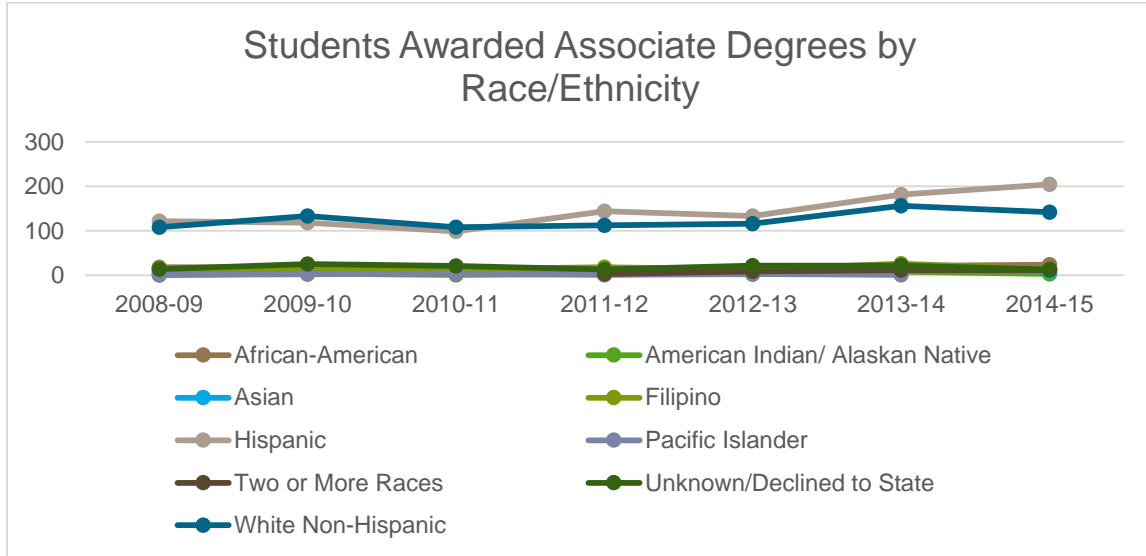


Source: California Community Colleges Chancellor's Office. *2016 Student Success Scorecard*. Sacramento, CA: State of California.

Associate Degrees by Ethnicity

The number of Hispanic students awarded associate degrees has been trending upwards since 2008-09, and has exceeded the number of awards to White students the past four years.

Table 53

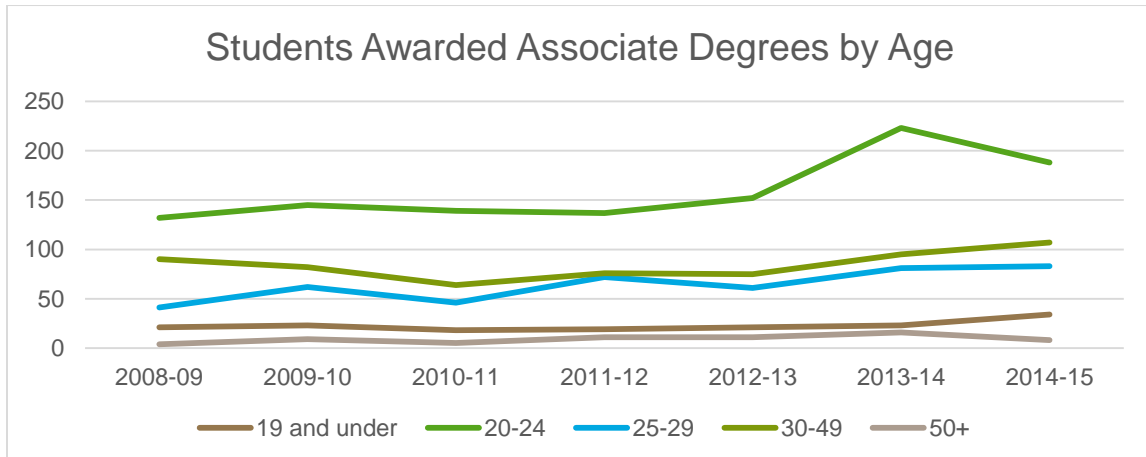


Source: Office of Institutional Effectiveness, Research and Planning. *Students Awarded Associate Degrees by Race/Ethnicity*. Coalinga, CA: West Hills Community College District.

Associated Degrees by Age

Students ages 20-24 consistently receive more degrees than students in other age groups. There was a noticeable increase in the degrees awarded to this subpopulation in 2013-14, though there was a decline the following year.

Table 54

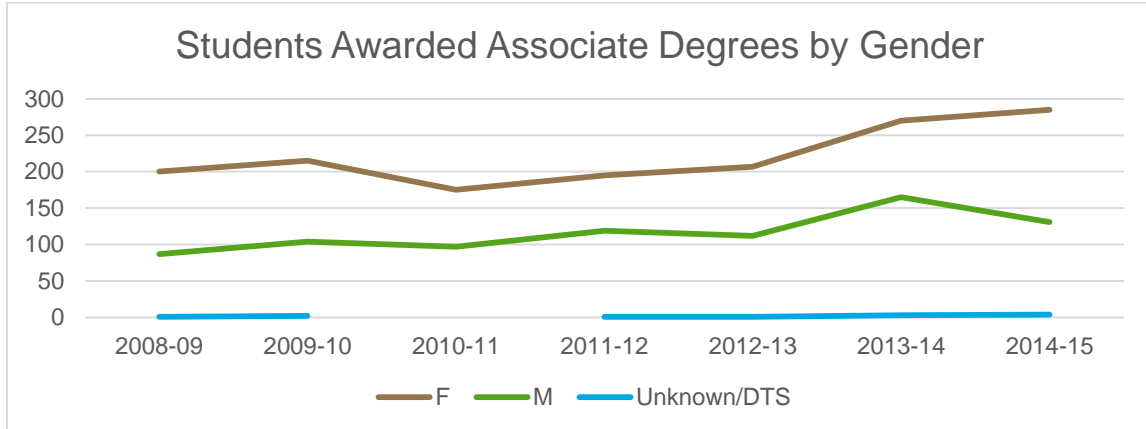


Source: Office of Institutional Effectiveness, Research and Planning. *Students Awarded Associate Degrees by Age*. Coalinga, CA: West Hills Community College District.

Associate Degrees by Gender

Degrees are considerably awarded to female students as compared to males. The gap between the two groups narrowed somewhat between 2010-11 and 2012-13, but has since widened again, with 285 degrees awarded to female students and 131 male in 2014-15.

Table 55

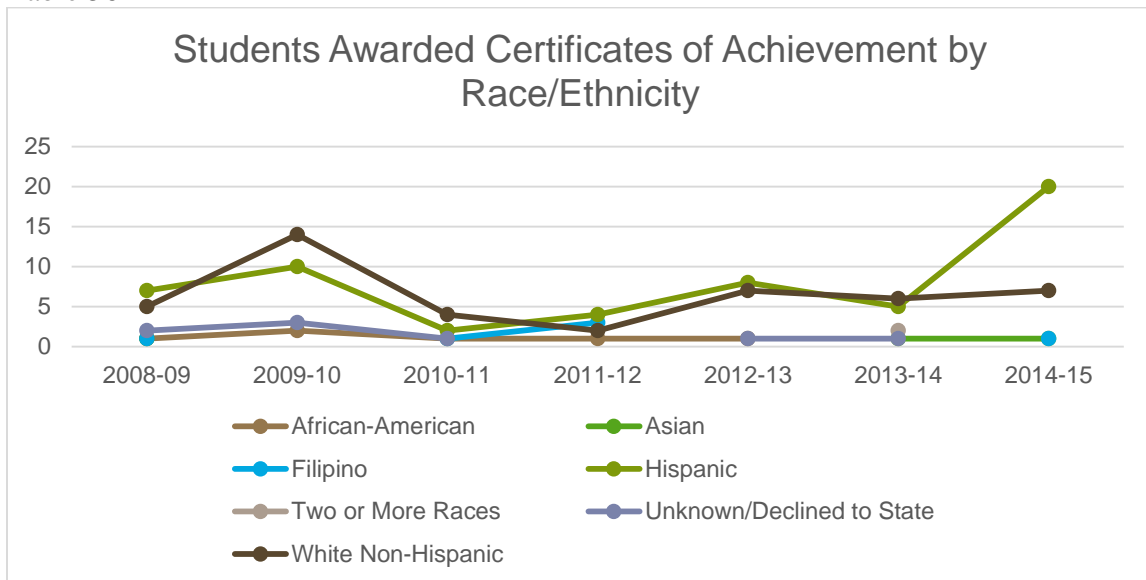


Source: Office of Institutional Effectiveness, Research and Planning. *Students Awarded Associate Degrees by Gender*. Coalinga, CA: West Hills Community College District.

Certificates Awarded by Ethnicity

There was a sharp increase in the number of Hispanic students receiving certificates of achievement in 2014-15. These awards are likely due to the District's new practice of granting certificates of achievement without requiring students to petition.

Table 56

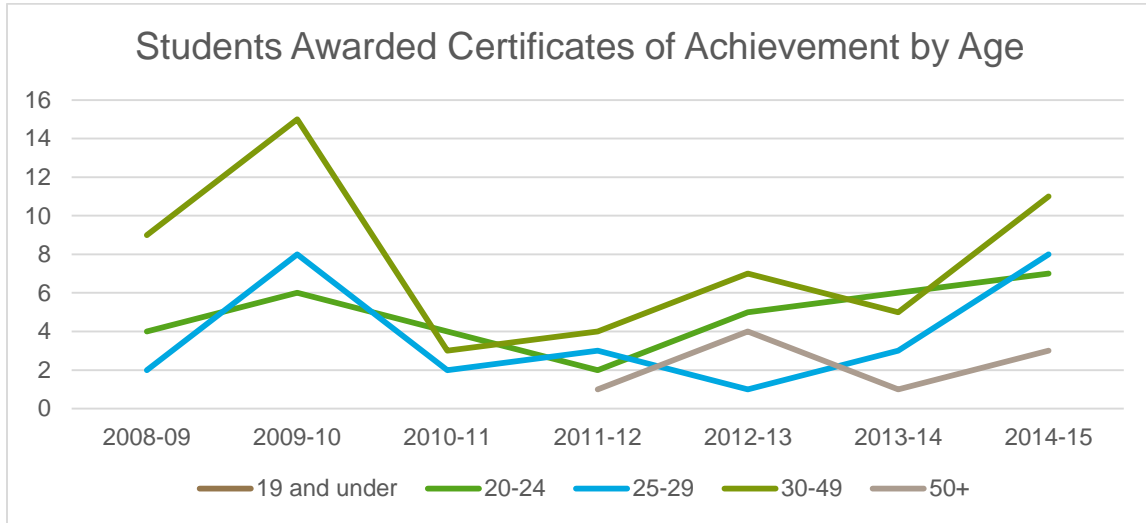


Source: Office of Institutional Effectiveness, Research and Planning. *Students Awarded Certificates of Achievement by Race/Ethnicity*. Coalinga, CA: West Hills Community College District.

Certificates Awarded by Age

The largest increase in certificates awarded by age group were to students 20-25 and 30-49 years old.

Table 57

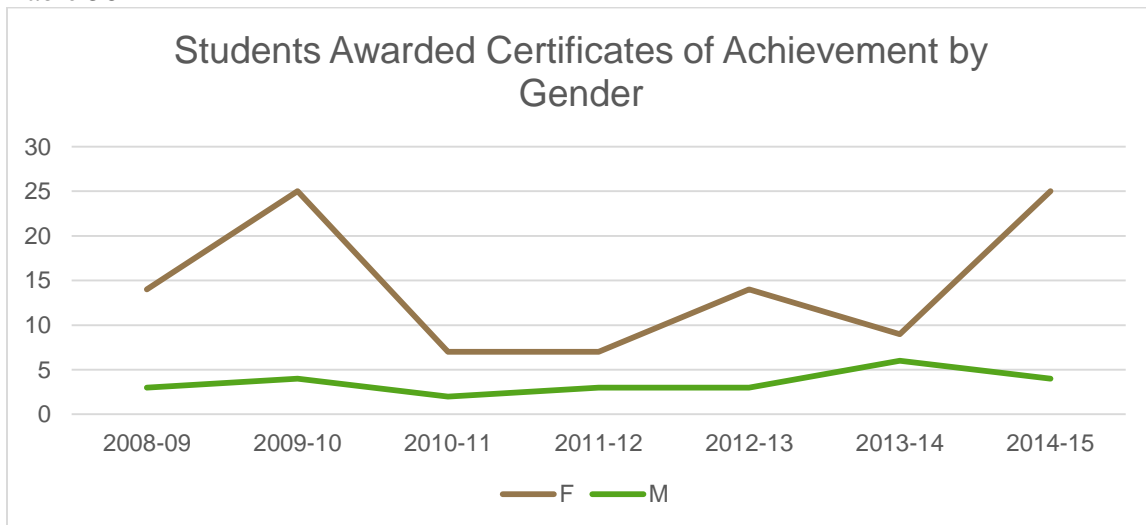


Source: Office of Institutional Effectiveness, Research and Planning. *Students Awarded Certificates of Achievement by Age*. Coalinga, CA: West Hills Community College District.

Certificates Awarded by Gender

The number of female students receiving certificates of achievement has consistently been higher than male students. The gap between female and male students narrowed during early 2010, but began increasing in 2014-15.

Table 58



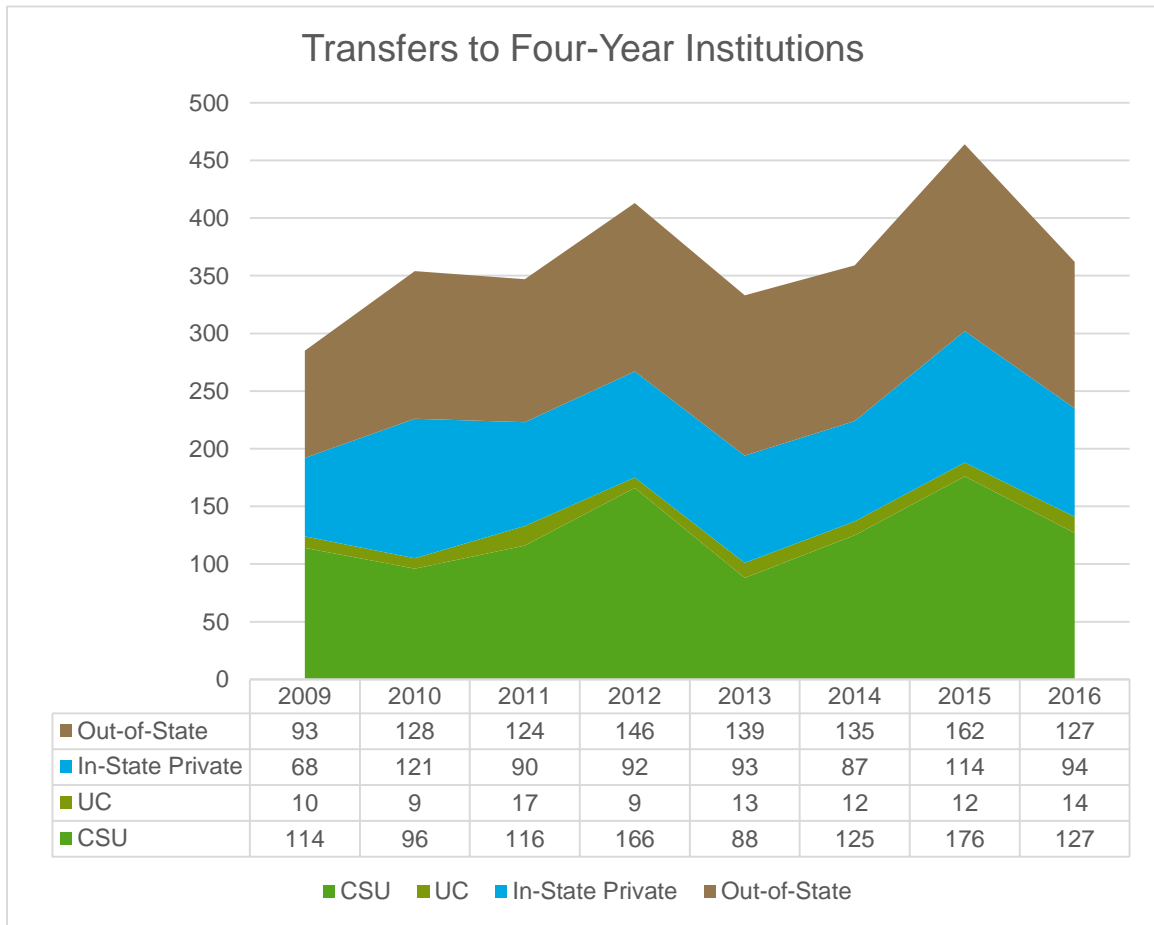
Source: Office of Institutional Effectiveness, Research and Planning. *Students Awarded Certificates of Achievement by Gender*. Coalinga, CA: West Hills Community College District.

Transfer Data

West Hills College Lemoore (WHCL) has set an institutional standard of assisting 350 students transfer per year. Annual transfers are a key performance indicator for the College and District. In conjunction with the strategic plan, West Hills College Lemoore has set a long term goal of reaching 504 transfers annually by 2020.

Annual transfers from West Hills College Lemoore tend to vary largely due to fluctuations in the number of students transferring into the California State University system. The majority of students transferring from West Hills College Lemoore enroll in either in-state private institutions or out-of-state colleges and universities. It should be noted that not all students classified as out-of-state transfers leave California or even the Central Valley, as a number of them attend large private institutions such as University of Phoenix and Columbia College that are technically classified as out-of-state establishments by the National Student Clearinghouse, even when students enroll in these universities through local satellite or online campuses and centers.

Table 59



Source: Office of Institutional Effectiveness, Research and Planning. *Transfers to Four-Year Institutions*. Coalinga, CA: West Hills Community College District; National Student Clearinghouse Research Center. *StudentTracker*. Herndon, VA: National Student Clearinghouse.

Programmatic Accreditation

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

Administration of Justice

The Peace Officer Standards and Training Program is accredited by the Commission on Peace Officer Standards and Training (POST).

- Commission on Peace Officer Standards and Training (POST)
860 Stillwater Road, Suite 100
West Sacramento, CA 95605
www.post.ca.gov

Registered Nursing

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

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

Paramedic

The paramedic program is accredited by multiple agencies at the national, state, and local levels. The local agency is responsible for regional jurisdiction accreditation, while both state and national agencies maintain overarching accrediting responsibilities of the program.

- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
25400 U.S. Highway 19 North, Suite 158
Clearwater, FL 33763
(727) 210-2350
www.caahep.org

- Committee on Accreditation of Educational Programs for the Emergency Medical Professions (CoAEMSP)
8301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
(214) 703-8445
www.CoAEMSP.org
- California Emergency Medical Services Authority (Cal-EMSA)
10901 Gold Center Drive, Suite 400
Rancho Cordova, CA 95670
(916) 322-4336
www.emsa.ca.gov
- Central California Emergency Medical Services Agency
1221 Fulton Mall, 5th Floor
P.O. Box 11867
Fresno, CA 93775
www.co.fresno.ca.us

Organization of the Institutional Self Evaluation Report Process

West Hills College Lemoore (WHCL) fully realizes “accreditation” is a continuous improvement activity and is not an isolated pursuit in preparation of an institutional self-evaluation report. However, self-evaluation specific organizational activities must occur if the institutional report is to be completed in a contemplative manner. With this intention, West Hills College Lemoore initiated actions to prepare the institutional self-evaluation report in accordance with guidelines established by the Accrediting Commission for Community and Junior Colleges (ACCJC) in summer 2014 by identifying the Vice President of Educational Resources/CIO, Dave Bolt, as the primary administrative lead based on his knowledge and experience as accreditation liaison officer (ALO). It was also recognized an accreditation steering committee representing campus constituent groups be formed and hold regular meetings to interpret ACCJC guidelines and assist personnel in gathering documentation and supporting evidence for the report. The Accreditation 2017 Steering Committee was chaired by the accreditation liaison officer.

In consultation with the College president, a draft timeline for report-related activities was mapped. It was determined an administrator along with members from the classified staff and faculty would serve as co-chairs for each accreditation standard. Administrators were assigned to co-chair standards based on their area of expertise. Classified staff and faculty co-chairs were nominated by their constituency group or volunteered to serve with constituent support. The institutional self-evaluation report leadership received formal training from ACCJC staff in spring 2015. Training included information on accreditation standards and guidelines on the institutional self-evaluation report process.

With leadership and a timeline in place, college faculty and staff were provided an overview of the accreditation process in August 2014. College personnel were invited to provide input, feedback, and support by serving on an accreditation standard writing teams. Based on interest and level of College personnel participation, final standard assignments were subsequently determined by the Accreditation 2017 Steering Committee to have equitable distribution of assistance and support across teams. Many West Hills College Lemoore faculty and staff members were involved in information gathering and institutional self-evaluation report writing. Additionally, community members, part time faculty, and students contributed their knowledge and experiences to some writing teams.

During the fall 2014, each standard writing team began meeting to discuss expectations, information gathering, and report writing requirements. Appropriate supportive materials were provided to each member of each subcommittee to assist them in their work. A standard template was provided to ease the task of gathering supporting documentation and writing.

As an institution of a multi-college district, the West Hills Community College District played a crucial role in the completion of the institutional self-evaluation report. Key district personnel were identified as points of contact and information gathered from the

District office beginning 2014-15 to ensure accurate and consistent materials and evidence were represented in both the Lemoore and Coalinga College institutional self-evaluation reports.

Accreditation writing committees continued to meet during spring 2015 to complete standard templates used as the basis of the institutional self-evaluation report. These meetings sometimes included the ALO and were held to keep subcommittees on track, ensure consistency in writing, incorporate a uniform referencing system of documents/evidence, and share data and information gathered.

As standards teams completed drafts they were forwarded to a faculty lead writer responsible for merging and editing drafts for grammatical and formatting errors. At various times, writing teams were given compiled drafts of the narrative to review for thoroughness and accuracy. Any changes to the narrative were communicated to the administrative co-chairs for consideration and integration as deemed appropriate.

Regular updates were given to the West Hills Community College Board of Trustees by the College president during monthly Board of Trustees meetings. In addition, the District Chancellor's Executive Cabinet and the College's Planning and Governance Council were given regular updates on the progress of the institutional self-evaluation report. Drafts of the institutional self-evaluation report were readily available both online on the College portal site and hard copy in the library. The final document was provided to all constituency groups for review and approval.

Listed below is the timeline and highlights for completing the institutional self-evaluation report.

Summer 2014 to Spring 2015

- Administrative leadership established
- Report completion timelines drafted
- Co-chairs of each standard recruited and approved
- Informational meeting with college constituencies on the "standards" used to complete the report
- Identification of writing team subcommittees
- Writing team subcommittee meetings to determine responsibilities
- Supporting documentation identified and collected by writing team subcommittees
- Monthly updates to WHCCD Board of Trustees via the College President's report
- Interviews and research for information gathering conducted by teams
- Initial input and template draft from each/standard writing team

Summer/Fall 2015

- First draft written and presented to College personnel
- Writing team subcommittees reviewed draft and provided input

- Monthly updates to WHCCD Board of Trustees via the College President's report
- Additional supporting documentation identified and collected by writing team subcommittees
- Additional interviews and research for information gathering conducted by teams

Spring 2016

- Revised standard narratives completed by writing team subcommittees
- Second complete draft of report finished
- Monthly updates to WHCCD Board of Trustees via the College President's report
- Additional supporting documentation identified and collected by writing team subcommittees
- Documentation subcommittee initiates processing and cataloging materials and supporting evidence

Summer 2016

- Accreditation 2017 Steering Committee reviewed final draft of the report
- Document collection and cataloging continued
- Identified a professional printer

Fall 2016

- Finalized report introduction sections
- Draft forwarded to District's Chancellor's Executive Cabinet for review
- Identified a format specialist for print copy
- Presented report to college constituent groups
- Approved by constituent groups and College Planning and Governance Council
- Final report forwarded to printer
- Presented report to WHCCD Board of Trustees for approval
- Planned ACCJC visiting team logistics

Spring 2017

- Mailed report to ACCJC and visiting team members
- Final preparations for team visit
- ACCJC site visit

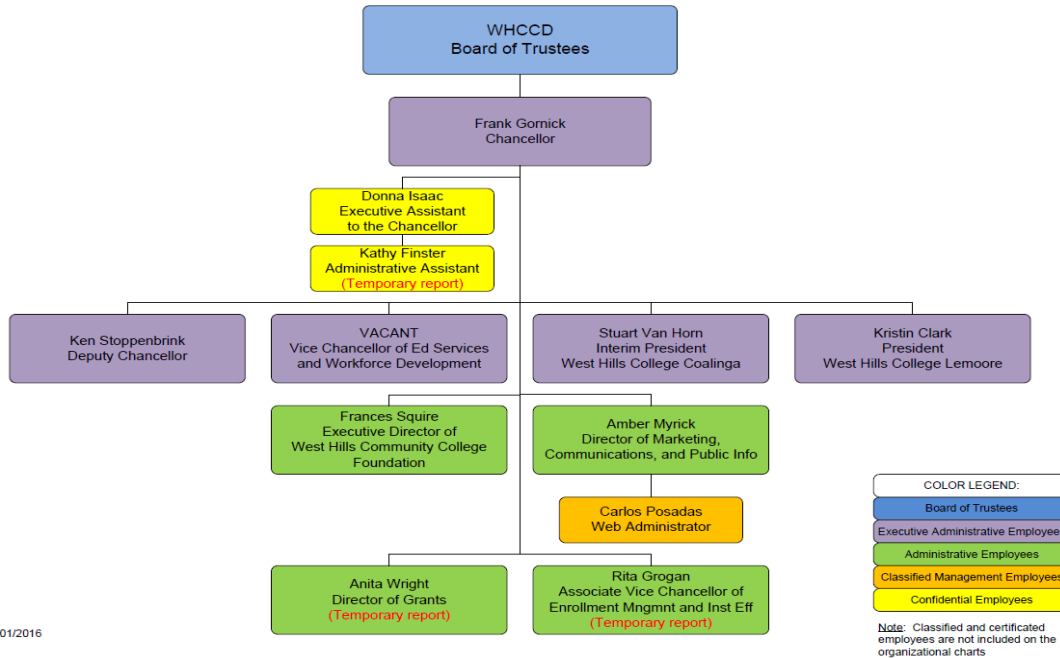
Accreditation 2017 Steering Committee Members

- Amber Avitia – Documentation Subcommittee
- Dave Bolt – Chair
- Callie Branan – Documentation Subcommittee
- Jennifer Cadena – Co-Chair Standard I
- Dr. Kristin Clark – WHCL President 2016
- Henry Covarrubias – Documentation Subcommittee

- Sylvia Dorsey-Robinson – Chair Standard I
- Maria Gonzalez – Co-Chair, Standard II
- Dr. Lataria Hall – Chair, Standard III
- Dr. Vera Kennedy – ISER writer
- Dr. Ron Oxford – Co-Chair, Standard II
- Rene Paredes – Co-Chair, Standard II
- James Preston – Chair, Standard II
- Joel Rogers – Co-Chair, Standard I
- Jody Ruble – Chair, Standard IV
- Jacqui Shehorn – Co-Chair, Standard IV
- Lenore Simonson – Co-Chair, Standard IV; Documentation Subcommittee
- Angela Tos – Co-Chair, Standard II
- Oscar Villarreal – Co-Chair, Standard III
- Don Warkentin – WHCL President 2005-2015

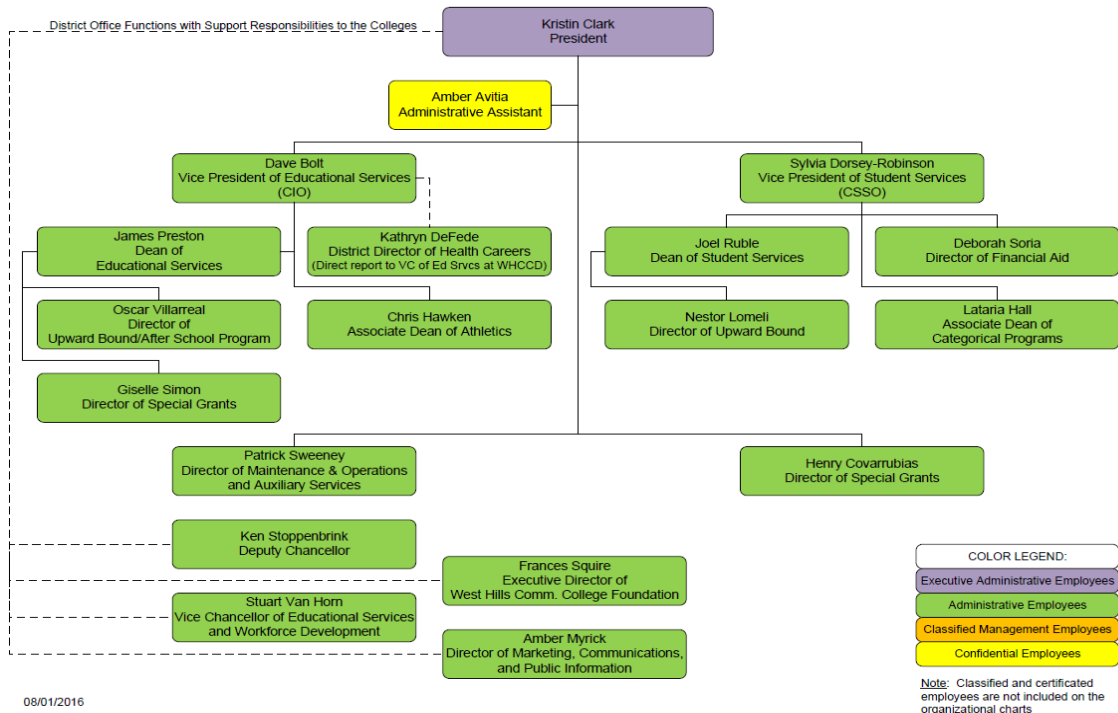
Organizational Charts

West Hills Community College District Chancellor's Office



08/01/2016

West Hills College Lemoore



08/01/2016

Compliance with Eligibility Requirements 1-5

1. Authority

West Hills College Lemoore (WHCL) is authorized to operate as a post-secondary, degree-granting institution authorized by the Accrediting Commission for Community and Junior Colleges (ACCJC) since initial accreditation in 2005. (1, 2) The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

2. Operational Status

WHCL has been an accredited institution of higher education since 2005. In 2015-2016, WHCL enrolled 6,420 students. (3) Of students enrolled 20.6% were full time, and 78% were pursuing educational goals related to a degree, certification, or transfer. (4, 5)

3. Degrees

WHCL offers Associate of Arts (A.A.), Associate of Science (A.S.), and Associate for Transfer (A.A.-T. and A.S.-T) degrees. The College has approximately 56 degrees, with some programs offering multiple tracks towards degree completion. (6) The WHCL catalog lists all degree requirements. (6) All degrees require at least 60 units and include a concentration of focus as well as a General Education component. A full-time enrolled student is able to complete all degree requirements in two academic years. (6)

In 2015-2016, WHCL offered 914 course sections associated with credit instruction programs, with 879 (96.2%) being identified as “degree applicable.” (7) Most students at WHCL are enrolled in degree-applicable courses. (8) Approximately 93% of students are enrolled in at least one degree applicable course. In 2015-2016, WHCL conferred 587 degrees among 503 students. (9)

4. Chief Executive Officer

Dr. Kristin Clark is the current President of West Hills College Lemoore. Dr. Clark was appointed by the West Hills Community College Board of Trustees on September 2, 2015, with an effective start date of January 1, 2016. (10) The President serves as the chief executive officer of the college, with 100% full-time responsibilities to the institution. (11) The job description states the president “shall plan, organize, coordinate, administer, review and evaluate programs for the assigned college and assigned center(s).” (12) The President is not a member of the governing board. (13) Since the last comprehensive accreditation site visit in 2011, WHCL has changed College leadership to Dr. Clark.

5. Financial Accountability

West Hills Community College District (WHCCD) undergoes an annual external audit performed by a certified public accountant (CPA). (14) The CPA firm conducts the annual audit using generally accepted accounting principles. The WHCCD Audit Report is publicly presented to the WHCCD Board of Trustees and posted on the District website. (15, 16)

The West Hills College Lemoore official three year 2013 Cohort Default Rate (CDR) on student loans in September 2016 reported 20.5% financial aid recipients are in default, which is below the federal requirement (30%). (17) WHCCD internal student financial aid control mechanisms separate approval, disbursement, and delivery responsibilities, and includes appropriate checks and balances as stipulated in Title IV. (18) WHCL Financial Aid office coordinates the approval process and provides assistance to students completing and submitting Free Application for Federal Student Aid forms. The financial aid disbursements to students are carried out by the WHCCD Business office in coordination with the College Financial Aid office.

Compliance Evidence

- 1 Letter from ACCJC reaffirming accreditation (June 2011)
- 2 Letter from ACCJC acknowledging midterm report (July 2014)
- 3 Student Headcount 2015-2016
- 4 Full-Time/ Part-Time Student Status
- 5 Educational Goals of Credit Students
- 6 WHCL Catalog
- 7 Degree Applicable Course Offerings 2015-2016
- 8 Headcount in Degree Applicable Courses 2015-2016
- 9 Conferred Degrees/Certificates 2015-2016
- 10 WHCCD Board of Trustees Minutes September 22, 2015
- 11 WHCCD Board Policy 2433 (Delegation of Authority to District Chancellor and College Presidents)
- 12 President Job Description
- 13 WHCCD Board Policy 2210 (Officers)
- 14 WHCCD District Audit Reports, 2012-2013 through 2015-2016
- 15 WHCCD Board of Trustee Minutes (January 15, 2013, February 11, 2014, February 10, 2015, January 13, 2016)
- 16 Website screen shots of audit reports
- 17 Three-Year Cohort Default Rate History List from National Student Loan Data System (NSLDS)
- 18 Financial Aide Packaging

Evaluating Compliance with Federal Regulations and Commission Policies

The Accrediting Commission for Community and Junior Colleges (ACCJC) provides a Checklist for evaluating an institution's status in comparison to requirements described in federal regulations and Commission policies. The Checklist examines eight areas of compliance. The specific regulations or policies are identified in italics with West Hills College Lemoore's response below.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b)

- *The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.*

West Hills College Lemoore (WHCL) provided an opportunity for the submission of third-party comments in the Announcements section on the College website. Information pertaining to student and public complaints and a hyperlink to the ACCJC Third-Party Comments webpage is accessible on the site.

- *The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.*
This item will be addressed, pending submission of any third-party comments.
- *The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.*

In addition to the announcement on the College website, the WHCL president invited campus constituency groups and the public to submit third-party comments during open forums held at West Hills College Lemoore on October 17, 2016 and October 18, 2016, at the Board of Trustees meeting on December 6, 2016, and through a campus wide email to all West Hills Community College District staff.

Standards and Performance with Respect to Student Achievement Evaluation

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

- *The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.*

West Hills College Lemoore distinguished new institution-set standards in fall 2016 during an *Eagle Vision Planning* session attended by all campus constituency groups and community members. West Hills College Lemoore used these standards to set institutional goals for 2020. The 2020 goals include (WCHL standards noted in parentheses): successful course completion rate (75%), degree completion (700), certificate completion (78), and transfer (504). College key performance indicators, some listed above, are mapped to the West Hills Community College District key performance indicators when applicable. West Hills College Lemoore annually tracks goal performance during *Eagle Vision Planning* sessions and data is used for ongoing review and revision of the College mission statement.

- *The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.*

West Hills College Lemoore monitors programs in Allied Health and Career Technical Education satisfy compliance requirements. The ACCJC 2016 Annual Reports contain licensure examination passage rates for Allied Health programs at 90% and job placement rates for all Career Technical Education programs at 70%. A recent review of these data resulted in West Hills College Lemoore establishing new examination pass rates of 85% for all qualifying programs and job placement rates of 60%; these values are being reported on the 2017 ACCJC Annual Report and are institution-set standards. Licensure pass rates and job placement rates are routinely and regularly reviewed through the program review process. These rates are reviewed and analyzed by the College Planning and Governance Council and at annual *Eagle Vision Planning* sessions for additional accountability.

- *The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.*

West Hills College Lemoore established new institution-set standards during the fall 2016 to measure academic success of students. These standards were vetted through the participatory governance process and will be used during program review to evaluate effectiveness. The College will also review the institutional set standards during annual strategic planning sessions, *Eagle Vision Planning*. Collectively, these reviews help monitor College goal achievement in alignment

with the College mission. The College determines corrective actions when program performance is not meeting set standards, goals, or expectations.

- *The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*

West Hills College Lemoore collects and analyzes student achievement data as part of program review and strategic planning processes including Student Success and Support Program (SSSP), Student Equity, Achieving the Dream, Title IV, etc. to evaluate institutional performance and identify corrective actions as needed.

Credits, Program Length, and Tuition Evaluation

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

- *Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).*

West Hills College Lemoore awards credit for courses, degrees, and certificates consistent with standard higher education practices in compliance with state and federal law. Course credit calculations are described in the West Hills College Lemoore Curriculum Handbook. A report is generated to further validate the proper issuance of course credit.

A college-ready student enrolled full time (15 units per semester) can potentially complete degree requirements in two years. West Hills Community College District Administrative Procedure 4100 (Graduation Requirements for Degrees and Certificates) specifies a student must complete 60 semester units to receive an associate degree.

- *The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).*

The College Curriculum Committee verifies course credit hours and degree program requirements as part of the curriculum review process for courses and degrees. As outlined in the Curriculum Handbook, course credits are assigned based on the number of lecture or laboratory hours and other performance based criteria specified in the course outline of record.

- *Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).*

Tuition and enrollment fees are described in the College catalog and apply to all college credit courses and programs.

- *Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.*

West Hills College Lemoore does not offer any clock hour programs.

- *The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.*

West Hills College Lemoore complies with ACCJC Policy regarding degrees and courses. All associate degrees require a minimum of 60 units. The College determines credit hours based on standard practices in high education. Each unit of credit represents no less than 54 hours of student work. An academic year at West Hills College Lemoore is 36 weeks, and full time student enrollment is at least 12 units per semester.

Transfer Policies

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

- *Transfer policies are appropriately disclosed to students and to the public.*

Transcripts submitted to West Hills College Lemoore for credit evaluation follow the process outlined on the Request for Transcript Evaluation Form available at in student services and the College catalog. The form and information in the catalog describe the process of submitting transcripts and the importance of meeting with a West Hills College Lemoore counselor to receive credit for courses completed at other institutions.

- *Policies contain information about the criteria the institution uses to accept credits for transfer.*

In order to be awarded credit for college work completed at another regionally accredited institution, students must submit official transcripts to show successful completion of lower-division courses from an accredited institution. A West Hills College Lemoore counselors evaluate transcripts including a review of the course description and/or syllabus from the originating institution to determine validity. West Hills College Lemoore discipline faculty are sometimes included in the evaluation when descriptive interpretations are needed. There is no limit on the number of units eligible for transfer to West Hills College Lemoore for credit, and there is no recency requirement. Students with transcripts from non-U.S. countries must have their transcripts evaluated by an outside transcript evaluation

service. Veterans are eligible to receive military service credit, and the criteria for awarding service credit is based on the American Council on Education Guide. A maximum of 27 semester units of elective degree credit may be awarded for students in the Armed Forces. The college accepts up to 12 units of upper division credit from another institution.

- *The institution complies with the Commission Policy on Transfer of Credit.*

West Hills College Lemoore complies with Commission Policy on Transfer of Credit. The College policy identifies transfer credit requirements, including the accreditation status of the institute of origin, acceptance of transcripts from non-U.S. countries, course level evaluation including an evaluation of the course description and/or syllabus review, and communication about the transcription process to students and the public.

Distance Education and Correspondence Education

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

- *The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*

Online classes are evaluated with the same criteria as traditional classes to assure policies and procedures established by the College and District are followed and technology is used appropriately. Policies addressing technology academic expectations include:

- Computer and Network Use (BP 3720 AP 3720) guides appropriate use of information technologies
- Distance Education (AP 4105) directs regular and effective contact requirements
- Standards of Student Conduct (BP 5500) attends to technology, files, ID/passwords, computing facilities, and computing systems
- Academic Honesty Policy (BP 5505 AP 5505) focuses dishonesty violations whether or not involving technology.

To differentiate between an in person and distance education (DE) course, the WHCL Curriculum Committee provides DE Definition guideline to faculty on the Curriculum Team web portal site. All distance education courses are required to include a Curriculum Committee approved addendum to the course outline of record (COR). The addendum requires a detailed description of online activity (including approximate hours of contact) for each objective stated on the COR. Methods of instruction noted on the COR are aligned with online instructional adaptations. Additionally, methods of assessment must be adapted to the online environment. If video conferencing is considered, the DE addendum requires a

description of adaptations from the traditional classroom environment to video conference delivery.

The West Hills College Lemoore catalog, Curriculum Handbook and ACCJC Guidelines determine methodology and assessment for DE. In addition, the Online Education Initiative (OEI) rubric guides course development and delivery.

WHCL offers no correspondence education.

- *There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).*

The West Hills College Lemoore (WHCL) faculty contract does not support regular gathering or use of evidence drawn from online courses by anyone other than the instructor of record. As such, the WHCL Educational Services office created a voluntary faculty peer review process where instructors are paired to review each other's courses for regular and effective contact, course organization, quality content, and areas in need of improvement. In addition, WHCL supports a Faculty Development Lab where one-on-one and small group workshops provide online activities and instructor-student interactions. Many faculty meet with the Connected Learning staff to assess course content, interactivity, and accessibility. Lastly, WHCL supports the Open Education Resource (OER) Initiative and participates in zero cost degree development. Both open education approaches encourage faculty to create and assess courses in collaboration with library staff, grant personnel, and Connected Learning staff.

All courses offered through distance education are also approved by the College Curriculum Committee for face-to-face delivery. In accordance with Accreditation Standards, all courses approved for distance education are founded on the same course outline of record as traditional face-to-face courses, including standards of grading. The West Hills College Lemoore Curriculum Committee requires distance education courses to identify and define online adaptation practices for objectives, methods of instruction, and methods of assessment. The faculty proposing DE curriculum must demonstrate regular and substantive interaction.

- *The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*

All students have their own unique user account used to login to WHCCD computers, myWestHills (Colleague) Portal, and Canvas (Learning Management System). Passwords are governed by an enforced password standard requiring both length and complexity.

West Hills Community College District (WHCCD) strives to provide ubiquitous wireless access at all locations. Students and staff must login using their West Hills account to access the wireless network on personal devices. WHCCD issued computers and laptops have access to all internal network resources while connected, while personal devices connect to a segregated network with access to the internet and limited internal network resources.

- *The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*

West Hills College Lemoore adopted the Canvas Learning Management System in summer 2016. This was completed after the College provided technical support and training to faculty with repeated notices to students regarding the change. The College and Canvas continue to provide faculty and student support through a combination of 24 hour technical support phone service, Canvas Student Community online, and face to face support from Connected Learning staff.

Online students receive academic support in several forms. An online student orientation is available to students for those unable to participate in face to face orientations. Online tutoring is available through SmartThinking (prior to January 2017) and NetTutor (beginning January 2017). The Cranium Café will launch in spring 2017 to provide online counseling services rather than the current CCC Confer service. The West Hills College Lemoore library houses extensive online resources, databases, and LibGuides. The Microsoft Office Suite is available for free to enrolled West Hills College Lemoore students.

- *The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.*

Technology resources are amply offered at the College. As a rural campus, with 45 miles between campuses, students often travel 75 miles to attend classes in person. West Hills Community College District Information Technology Services (ITS) is equipped and has the necessary resources to support online students. ITS service assessments are conducted regularly through surveys, web analytics, and anecdotal questions or comments in the Canvas Student Community.

Students are identified with an ID and password in Canvas. For courses where a faculty request or a particular certification is requested, students travel to campus for proctored midterm and/or final exams. Respondus, a lockdown browser, is loaded into Canvas for faculty interested in limiting test viewing to a single

device. The District has researched the Open Education Initiative analysis of proctored exams and plans to wait until they are more clearly defined to enact.

The development, implementation, and evaluation of distance education courses and programs are approved by the faculty led College Curriculum Committee, West Hills Community College District Board of Trustees in the form of a Curriculum Action Report, and finally the California Community College Chancellor's Office. Any proposed programs that contain substantive changes are also approved by ACCJC. All course outlines of record regardless of delivery modality contain course objectives, student learning outcomes, and evaluation criteria. These standards are approved and monitored by the College Curriculum Committee. Courses are evaluated for adherence to the approved curriculum during faculty evaluations as outlined in the collective bargaining agreement.

Student Complaints

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

- *The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.*

The West Hills College Lemoore website and College catalog describe West Hills Community College District Administrative Procedure (AP) 5530, Student Rights and Grievances. The AP delineates the current policies and procedures regarding student complaints. The process outlining how to file a student complaint through the appeal process is defined.

- *The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.*

Student complaints are expected to be filed with the Dean of Student Services. If the complaint is instruction-related, the complaint is forwarded to the Educational Services office. Complaint records are maintained on the college portal. The College is in the process of purchasing Maxient software to help track and monitor student complaints.

- *The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.*

Since the last comprehensive accreditation site visit in 2011, WHCL has not received any student complaint files demonstrating noncompliance issues. Complaints will be accessed by the visiting External Evaluation Team during their site visit in spring 2017.

- *The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

West Hills College Lemoore posts its accreditation status on the College website and Catalog. The statement includes contact information and references the complaint process. West Hills College Lemoore Allied Health and Administration of Justice Programs have similar statements on the College website, including the name of the accrediting agency, contact information, and a reference to the complaint process. Further, both the nursing and paramedic program student handbooks have contact information for their respective programmatic accrediting agencies.

- *The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.*

West Hills College Lemoore uses language provided by the ACCJC to communicate its accreditation status to students and public:

West Hills College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASCC, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org.

The following statement is on the West Hills College Lemoore website under the Academic tab.

WHCL complies with the Commission Policy on Student and Public Complaints Against Institutions, as procedures for student grievance and public complaint are reasonable, fairly administered, and publicized to students and the public. WHCL has not had any complaints referred to the Accrediting Commission in the last six years.

Institutional Disclosure and Advertising and Recruitment Materials

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

- *The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.*

Information and descriptions about West Hills College Lemoore programs, locations, and policies are communicated to students and the public in the College catalog, schedule of classes, and website. Details about class locations are conveyed through the schedule of classes each academic term. Electronic versions of the catalog and schedule of classes are available on the College website and are updated to reflect the most current information. West Hills College Lemoore published a catalog in two year intervals until 2016 when it began publishing annually. The schedule of classes is posted each spring for the upcoming academic year.

- *The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.*

West Hills College Lemoore complies with the Commission Policy on institutional advertising, student recruitment, and representation of accredited status. Educational programs and services are the primary purpose of all publications. The catalog includes all required institutional elements as enumerated in accreditation standards. The statement of accreditation status at the institutional level and programmatic accreditation status is available on the College website. For each of the programs that undergoes an external evaluation, the accrediting agency specific to the program is identified and contact information is provided. West Hills College Lemoore does not misrepresent program costs or job placement and employment opportunities, offer money in exchange for enrollment, or guarantee employment in order to recruit students.

- *The institution provides required information concerning its accredited status as described above in the section on Student Complaints.*

The College publishes its accreditation status on the College website and catalog. The statement includes accrediting agency contact information and references the complaint process.

Title IV Compliance

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

- *The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.*

West Hills Community College District has received unqualified audits for the last four years.

- *The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not*

timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

The United States Department of Education has not identified any financial responsibility issues with West Hills Community College District, including student financial aid, in the last four years.

- *The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.*

In 2016, the West Hills College Lemoore three-year student loan default rate was 20.5% which is well below the federal requirement of 30%.

- *Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.*

West Hills College Lemoore's contractual relationships for educational, library, and student support services are appropriate for the institution. As reported in the List of Contracts with Third-Party Providers and Non-Regionally Accredited Organizations section of this report, West Hills College Lemoore has made arrangements through contracts, agreements, and Memoranda of Understanding (MOUs) with external organizations to offer and receive services.

Many College contractual agreements with third-party providers involve instruction and training at external organizations. Others supplement existing instructional program offerings at West Hills College Lemoore by providing facilities for clinical training and enhancing students' experiences through internships. As components of larger instructional programs, these agreements do not require approval through the substantive change process. Through participation in Community College League Consortium and annual subscriptions to research databases, West Hills College Lemoore affords access to expanded library resources for students.

The College has a limited number of agreements with third-party providers for student services programs. West Hills College Lemoore contracts with Kings Rehab Center to provide fundamental life skills to disabled adults as a non-credit program.

- *The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.*

West Hills College Lemoore demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations, as the College has designated personnel with signing authority for contracts. Contracts include details regarding the work to be performed or the services to be provided, agreement period, and delineation of responsibilities for the institution and contracted organization.

West Hills Community College District and West Hills College Lemoore have not engaged in fraud or abuse or are failing to meet their responsibilities under Title IV as verified by the annual audit, U.S. Department of Education, and ACCJC in 2011. This item will be accessed by the visiting External Evaluation Team during their site visit in spring 2017.

STANDARD I

Institutional Mission and Effectiveness

Standard I



Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

Sylvia Dorsey-Robinson, Chair
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Kurt Sterling
Faculty, Biology

Jay Thomas
Faculty, Mathematics

Dr. Richard Wu
Associate Vice Chancellor of Connected Learning

Jennifer Zuniga
Classified, Senior Secretary

Standard I

I.A.1

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

Evidence of Meeting the Standard

The West Hills College Lemoore (WHCL) mission statement demonstrates a commitment to provide quality education to assist students in achieving their educational and career goals:

West Hills College Lemoore serves a diverse community of students who seek an affordable, accessible, relevant, and rigorous education. The college community is dedicated to student learning and achievement by providing quality courses that lead to certificates, associate degrees, transfer, and career pathways. (19)

The institution's mission statement undergoes annual review and is approved by the Planning and Governance Council (PGC) to ensure adequate representation of the college with its student population, service area, degrees and programs, and validate alignment with the West Hills Community College District (WHCCD) mission. (20) The WHCCD Board of Trustees is responsible for final review and approval of the college mission statement to authenticate appropriateness and commitment to its student population and community served prior to adoption. (21, 22, 23)

Analysis and Evaluation

The most recent review of the College mission statement occurred at the annual *Eagle Vision Planning* session in September 2016. (24) Administrators, faculty, staff, students, district office employees, and community members gathered to develop strategic goals, review the mission statement, and create and align pathways for student success and completion. Participants were tasked with ensuring continuity between the institution's mission, goals, programs, practices, and activities. (25, 26)

I.A.2

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

Evidence of Meeting the Standard

College *Eagle Vision Planning* sessions take place each fall term. These sessions serve as a quality assurance measure to ensure the mission statement and strategic plan are reviewed by representatives serving all college constituent groups and service area community members for input. (27) The West Hills Community College District (WHCCD) research analyst provides quantitative and qualitative institutional data to planning session participants for analysis and evaluation of college effectiveness in accomplishing its mission and goals. (28)

The College uses institution-set standards and key performance indicators to measure and assess student achievement and progress towards college goals (119). Program reviews incorporate success, persistence, and completion rates to assess and evaluate institutional effectiveness and priorities. (29) Furthermore, the College collects and analyzes data from student and faculty focus groups to identify barriers students face in achieving their educational goals and discover possible solutions for removing obstacles impeding student success, retention, and completion. (30, 31, 32)

Analysis and Evaluation

The Office of Institutional Effectiveness, Research, and Planning at West Hills Community College District serves as the institutional research arm for West Hills College Coalinga, West Hills College Lemoore, and the District Office. The OIR houses and is the official source of statistical data for the district and its colleges. The OIR maintains over one hundred self-service data reports for district and college constituencies. These reports are accessible both on- and off-campus through the district's myWestHills SharePoint portal for employees based upon their role and administrative unit. (37)

At the college level, data reports encompass Student Services and Educational Services areas. Student services reports provide data on student support services to assist faculty and staff in identifying accomplishments and improvements needed such as targeted services and interventions for students. Additional reports track student participation in categorical programs and applicants from local feeder high school outreach activities.

Educational Services data for program review are provided by the OIR. These data include enrollment and student success rates within program courses disaggregated by ethnicity, age, gender, economically disadvantaged status, and disabled status. (38)

In 2014-2015 the College joined the Achieving the Dream network, a national reform movement for student success. This partnership augments evidence-based, continual improvement activities to support student success and achievement. Organized by an Achieving the Dream Core Team, the College has three ancillary teams (Data, Focus Group, and Implementation) who work in concert to collect and analyze data on high enrollment, low success courses in an effort to identify student demographic groups with achievement challenges and barriers to determine possible interventions. (33, 34)

In fall 2014, the Data Team worked with the District research analyst to examine all College classes to identify the top 10 courses with high enrollment and low success rates. After data analysis a recommendation to investigate obstacles students face in successfully completing math courses was made to the Core Team. (35)

With this recommendation, the Core Team directed the Focus Group Team to convene student and faculty focus groups in math to collect qualitative data on the challenges and barriers students encounter. Data collection resulted in course redesign and supplemental supports and additional subject training for students. (36) Subsequently this methodology was used to assess and redesign English and interdisciplinary studies courses.

I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs

Evidence of Meeting the Standard

Each instructional and institutional program develops a mission statement in alignment with the College mission. A function of the College program review process is to verify program alignment with the institution's mission. Student learning outcomes and programs are monitored and assessed on a regular cyclical schedule and presented to the Planning and Governance Council (PGC) for approval to validate if program performance standards are attained in accordance with the College mission. (39)

*institutional goals
for student
learning and
achievement.*

College goals and key performance indicators are developed and linked to the mission statement to guide institutional decision-making, planning, and resource allocation. The West Hills Community College District Strategic Plan, West Hills College Lemoore Strategic Plan (supplemental to the District Strategic Plan), comprehensive program review, and student learning outcomes assessments are used in College planning and resource allocation processes. The College also has focused strategic plans for instruction and facilities (Student Success and Support Program, Student Equity, Achieving the Dream, Title IV, Five Year Capital Outlay, etc.) guiding planning, decisions and resource allocation in these areas.. (40, 41)

The PGC serves as the primary participatory governance body of the College. It is an inclusive organization with representation from five campus constituents: students, Academic Senate, Classified Employees Association, and administrators. The PGC meets bi-monthly, and is responsible for revising and making governance policy recommendations, communicating with respective stakeholders, college planning, and ongoing evaluation of college programs, plans, and initiatives to ensure alignment with the mission.

There are seven participatory committees reporting to the PGC. (42)

- The Budget Allocation Committee is responsible for soliciting proposals from budget sub-committees, confirming proposals are reflected in program review plans, and prioritizing the budget recommendations.
- The Professional Development Committee promotes employee success by coordinating professional development and recognition activities.
- The Facilities and Safety Committee develops and reviews plans and makes recommendation to the Director of Maintenance and Operations and Planning and Governance Council regarding campus accessibility, safety and emergency response.
- The Institutional Effectiveness and Program Review Committee monitors the program review process and verifies alignment with budget and resource allocation.
- The Student Learning Outcome Committee coordinates student learning outcomes development, implementation, and assessment to ensure continuous improvement in curriculum and instruction.
- The Integrated Student Success Committee monitors student services, academic services, and engagement

activities safeguarding data driven decisions in Basic Skills, Title V, Student Equity, and Student Success and Support Programs.

- The Technology Committee assesses campus wide technology needs and aligns technology services for students to achieve their educational goals.

Analysis and Evaluation

All campus programs and services are monitored through program review. The College practices self-evaluation of programs, activities, policies, and practices on a regular basis. Both quantitative and qualitative performance indicators are used as a baseline to measure College progress towards student learning and achievement goals. (26) Each participatory governance committee provides a year-end report to the PGC identifying accomplishments and areas in need of improvement. (43)

I.A.4

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

Evidence of Meeting the Standard

The West Hills College Lemoore (WHCL) mission statement is articulated and widely published. (44, 45) The mission statement is approved by the College Planning and Governance Council (PGC) and West Hills Community College District (WHCCD) Board of Trustees. The mission statement is effectively and consistently used in the institution's planning process. The College has defined goals supporting the mission statement that are evaluated annually to guide program revisions and modifications. (26, 119)

Analysis and Evaluation

The WHCL mission statement is posted throughout the campus in classrooms, conference rooms, offices, the library, arena, and College website.

The mission statement is reviewed annually during the strategic planning process, *Eagle Vision Planning*. The mission was recently reviewed in September 2016 at the *Eagle Vision Planning* session with constituents representing service area communities, faculty, staff, administrators, students, and district office employees. The 2016 *Eagle Vision Planning* session resulted in a revision to the mission statement to reinforce and clearly articulate the educational purpose, student population served, degrees and credentials offered, and the College

commitment to student learning and achievement. Additionally, planning session stakeholders analyzed institutional data and reviewed WHCCD strategic goals and key performance indicators to establish 2020 key performance indicators for the College. (24, 25, 26)

I.B.1

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

Evidence of Meeting the Standard

The College student learning outcomes and program review processes are designed to gather input from Learning Area faculty to complete respective forms required for review and approval by oversight groups. At the beginning of each odd numbered academic year, faculty are required to assess and analyze student learning outcome data for all courses taught during fall and spring semesters. (46) The same process applies to program level outcomes in even numbered academic years. Results are discussed and examined each fall semester during Duty Day meetings by faculty from Lemoore and Coalinga campuses and are part of the College program review process to strengthen and improve academic quality of courses and programs The College plans to incorporate campus-specific discussions about assessment results and findings into fall and spring semester Learning Area meetings to increase dialogue about data usage, track status of institutional student learning outcomes, and foster communication among faculty. College communications and use of data are identified and addressed in the Quality Focus Essay.

To maintain optimal levels of student achievement and institutional effectiveness, all College programs (i.e. administration, instructional, and student services) undergo the program review process. Each program is required to complete a full program review every four years and a mid-term review every two years, except for vocational instructional programs which are completed on a two year cycle. (47) The program review schedule and budget allocation requests (as needed) are reviewed and discussed at Learning Area meetings every fall and spring semester. Program review findings and results are presented and discussed at Planning and Governance Council as part of the approval process (120).

During fall 2014, the College developed a Student Equity Plan to attest every student demographic group is fairly represented in services extended by the College. The Student Equity Plan was updated and revised in 2015. (48) The College Student Equity Plan clearly identifies student populations that are

disproportionately impacted. The plan includes goals and activities to support student learning and achievement by addressing barriers to access, course completion, ESL and Basic Skills improvement, degree and certificate completion, and transfer.

Analysis and Evaluation

Transparency and communication are essential to making decisions and processes work. The College is committed to transparent processes and sharing decisions with all College constituents. To this end, all committee and planning meetings are open to the College community, faculty, staff, students, and administrators, regardless of membership status.

Dialogue on student success and achievement are part of the fabric of the College. Instructional areas and student services continually dialogue and identify methods to improve student learning, retention, and completion. (49, 59) College committees meet regularly to discuss student learning outcomes, academic quality, institutional effectiveness, and continuous improvement. (49, 50, 51, 52) The Student Learning Outcomes Committee (SLOC) meets regularly to maintain open and effective communication regarding assessment status of all course and program learning outcomes. (53) The SLOC chair provides SLO updates to the Planning and Governance Council each month. (54) The Institutional Effectiveness and Program Review Committee monitors the status of program reviews and provides assistance to the faculty and staff responsible for reviews as needed. (55, 56, 57) The vice president of student services and dean of student services are responsible for implementing the College Student Equity Plan to ensure students have access and receive services offered by the college. The Academic Senate meets at least once a month during the academic year to discuss board policies, administrative procedures, curriculum concerns, or other issues related to student success and achievement. (58)

I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) defines student learning outcomes for instructional programs as “knowledge a student will obtain and be able to apply by the end of the course or program.” Student learning outcomes must be quantifiable for assessment (i.e., quiz, exam, research papers, portfolio, etc.). For example, in a human anatomy class, a student learning

outcome is to identify the major bones of the human skeleton. The instructor assesses student learning by administering an exam with questions requiring the student to visually identify human bones. (60)

Every syllabus is required to include the approved student learning outcomes for the course so students aware of the knowledge and skills curriculum and instruction are designed to achieve. (61) The College Student Learning Outcomes Committee (SLOC) requires course student learning outcome assessments every odd numbered academic year to examine if students are achieving projected learning outcomes. (I.21) The SLOC also requires assessment of all program level outcomes every even numbered academic year to determine if programs are accomplishing educational goals. (62)

Student learning outcomes for student services are defined as “benefits a student receives from participating in a college sponsored program.” For instance, a student who is participating in Disabled Students Programs and Services (DSPS) receives access to adaptive technologies, counseling, and accommodations in the courses they are enrolled. The College assesses these outcomes annually using the Student Success and Support Program (SSSP) plan. (63) The purpose of the SSSP Plan is to chart and document SSSP services planned and provided. The goal of SSSP is to increase student access and success by providing students with core services, including campus orientation, assessment and placement tests, counseling, advising, educational planning services, and other supports necessary to assist students in achieving their educational goal in a declared course of study.

In fall 2016 the SLOC developed Institutional Student Learning Outcomes (ISLOs). Drafted outcomes were vetted through the College governance process for approval and adoption. The SLOC Coordinator is integrating ISLOs into eLumen, academic support software, for faculty and staff to link student and program learning outcomes as applicable for monitoring and assessment (121, 122).

Analysis and Evaluation

The SLOC coordinates College efforts to create, assess, and implement student learning outcomes for courses, programs, and student services. The SLOC Chair meets regularly with the committee to maintain open and effective communication with

faculty and staff regarding the current status of all student learning outcomes including those requiring review and assessment. In addition, regular support/coaching sessions called SLONOPRONO workshops are held with faculty/staff responsible for developing learning outcomes, completing learning outcome assessments, and completing program reviews throughout the academic year. (64, 65)

I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The West Hills College Lemoore (WHCL) Planning and Governance Manual outlines an organizational philosophy emphasizing student learning, assessment, and culture of evidence. “How does it benefit our students?” is a central question considered in college deliberations and discussions. (42) This philosophy lends itself to goal setting and the establishment of benchmarks in alignment with the College mission to monitor institutional progress and improvements. Aligning organizational policies, processes, and plans such as the Strategic Plan, Student Equity Plan, Student Support and Service Plan, ACCJC Annual Report, integrated planning and resource allocation process, and other critical functions and operations to the College mission provides a focus for institutional monitoring and evaluation demonstrating a commitment to student success and pursuit of continuous improvement. (42, 68, 119) The West Hills College Lemoore Strategic Plan is published on the College website and integrates the West Hills Community College District Strategic Plan goals. (67, 68)

The College has set standards for student achievement. The Planning and Governance Council reviewed existing Institution-Set Standards (ISS) along with 2015-16 data. Several ISS were revised as a result of the review and goals set as part of the College *Eagle Vision Planning* (119, 122, 123).

The College conducts regular, periodic *Eagle Vision Planning* sessions to review institutional standards, goals, objectives, and mission for continuous improvement. The outcomes of the *Eagle Vision Planning* sessions are shared on the campus website. (26, 67)

Analysis and Evaluation

In fall 2016 the Planning and Governance Council (PGC) reviewed the College’s Institution-Set Standards and set new

benchmarks using data from 2015-16. In addition to Institution-Set Standards related to completion, licensure, and job placement, the College has established goals related to access, economic development, and equity. The ISS and benchmarks are prominently displayed on the college website. PGC will incorporate these standards into the next revision of the Planning and Governance Manual and post them in main meeting rooms for planning and implementation.

Eagle Vision Planning was initiated in spring 2015. The purpose was to ensure a broad campus and community involvement in identifying the top five goals WHCL needed to achieve to assist in realizing their goals of completion for all student by 2020. Those goals along with the mission statement were reviewed again in fall 2016. (69, 70, 71, 72)

The U.S. Department of Education College Scorecard is one of several means by which West Hills College measures student achievement, and provides a high-level, long term look at student success, focusing primarily upon the progress and success of first-time, full-time students.

Because this narrow focus does not capture a large portion of community college students, who are often returning students or attending part-time, West Hills College also monitors and tracks student achievement data through several other stand and local data sources:

- California Community Colleges Chancellor's Office Student Success Scorecard
- West Hills Community College District Strategic Plan (including annual and 2020 goals)
- West Hills College Coalinga and West Hills College Lemoore Institution-Set Standards

College scorecard data are provided in in Table 31 of the preamble.

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

Evidence of Meeting the Standard

West Hills College Lemoore prides itself as being a data driven institution. The institution regularly collects, assesses, and analyzes data to guide decisions that support and improve student learning and achievement.

At the beginning of each fall semester, the College receives quantitative and qualitative data on student achievement

learning and student achievement.

including persistence and completion rates and job placement from the West Hills Community College District (WHCCD) research analyst for the analysis and evaluation in conjunction with the program review process. (73, 124, 131) Licensure data including pass rates are provided to programs by agencies administering the tests (i.e., state board, etc.) and are verified by the WHCCD Research Office to track student status and success.

College staff responsible for completing a program review in a given year are designated a program review coach by the College Institutional Effectiveness and Program Review Committee (IEPRC) (57), a Program Review Key Information and Check-Off List document (56), and a Program Review Data Guide to assist in the review process for continual improvement (38). Instructional programs and institutional support programs are evaluated every four years with a midterm after two years; Career Technical Educational instructional programs are on a two year cycle. A key component of the program review process is analysis of disaggregated data, such as student, program, and institutional learning outcomes and success rates to assess if students are achieving programmatic and institution-set standards and identify targeted interventions needed. (29)

Analysis and Evaluation

Data serves as the central focus of the College program review and student learning outcomes processes, and guides ongoing activities and services including campus initiatives such as Achieving the Dream. In 2014-15 WHCL collected and analyzed student success data pinpointing courses with high enrollment, low student success rates. The College subsequently identified courses impacting the greatest number of students to further study to improve student success: Math 61 (Elementary Algebra), English 51A (Introduction to Communication Skills), and Interdisciplinary Studies 1 (College Success). In fall and early spring 2014-15 student and faculty focus groups were conducted to gain a better understanding of factors impacting student success. For example, in the area of math, focus groups data found three key barriers impacting student success: math support, financial money management, and time management. The College used these data to design a targeted intervention called Math, Money, and Minutes. (74) The College addresses enhancing the use and understanding of data for continuous improvement in institutional planning and resource allocation in the Quality Focus Essay.

I.B.5

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

Evidence of Meeting the Standard

The College evaluates program goals, student learning outcomes, and student persistence and success data to measure institutional mission accomplishment. Evaluation results are also integrated into planning, resource allocation, and operations for continuous improvement and re-examined on an ongoing cyclical basis.

The West Hills Community College District research analyst, in collaboration with College personnel, organizes and analyzes institutional data by program and instructional delivery modality (i.e., online, face-to-face, etc.) for assessment and evaluation. (37) Program reviews examine the use of course learning outcomes to improve student learning. Each program review must state and re-examine the program's mission to validate its alignment with the College mission. (29) Program review is a participatory process. To assess progress toward achieving institutional goals and making decisions to improve organizational effectiveness. Program review is also ongoing and completed on a systematic cycle.

Analysis and Evaluation

The Institutional Effectiveness and Program Review Committee provides positive and engaged guidance over the program review process to ensure all program reviews are current, complete, and aligned with the College and District mission statements, goals for student achievement, and planning documents. Each instructional and institutional program must align with the College mission for institutional effectiveness and planning. (29) In addition, programs must assure evaluation of student persistence and success data, professional development requisites, analysis of student learning and program level outcomes, curriculum revisions or updates, budgetary recommendations, and programmatic goals and objectives. (42)

I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies

Evidence of Meeting the Standard

The College maintains several ongoing, systematic cycles of evaluation to assess programs central to institutional effectiveness for student subpopulations served. The District research analyst provides and assesses College data to determine effectiveness of its ongoing evaluation cycle in relation to integrated planning, resource allocation, implementation, key metrics, and reporting. (37)

performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

The West Hills Community College District research analyst provides student success and retention reports by program and course for each full-time faculty member. Faculty members evaluate these data during Professional Development Days each fall term and discuss data with other discipline faculty within the District. (75) Additionally, College staff and faculty may request customized, disaggregated subpopulation data electronically on the West Hills Community College District (WHCCD) portal site. (76) Most often, faculty and staff data requests involve information to complete program reviews, assess student learning outcomes, determine course prerequisites, and evaluate college services to improve student success and retention.

The District warehouses and publishes standardized institutional data on the WHCCD portal site to support ongoing planning and resource allocation. (76) A multitude of student data are accessible via the West Hills Community College District Report portal site. Student demographics, course enrollment, matriculation elements, grade point average, placement results, and other essential variables are used to target interventions, and follow-ups for program monitoring. These data are calculated by academic discipline, which are referenced by student success teams providing academic support services.

Analysis and Evaluation

Program reviews use data to disaggregate student subpopulation achievement and success by degrees and certificates and other demographic variables as needed for study. Furthermore, WHCL disaggregates and analyzes student access data, completion and transfer rates, and basic skills Math/English learning outcomes by subpopulations. Evaluation of these data has led to institutional changes. For instance, analysis of subpopulation data revealed disproportionate access for students with disabilities. (48) As a result, faculty, staff, and the associate dean of categorical programs designed a summer on-boarding experience for high school graduates with disabilities called ALPS (Access, Learn, Progress, Succeed) to improve college access to this population. (77)

I.B.7

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

Evidence of Meeting the Standard

West Hills Community College District (WHCCD) Board Policy/Administrative Procedure 2410 (Policy and Administrative Procedures) outlines the review and approval process for all institutional policies and procedures. It assures submission, review, and timeline of policies for instructional programs, student support services, resource management, and governance. (78, 79)

Prior to policy approval by the WHCCD Board of Trustees, proposed policies are reviewed and discussed at the College level through the participatory governance process. All College constituency groups disseminate proposed policies and procedures to their members for review and input prior to proceeding to the Planning and Governance Council (PGC) for vote. The PGC is the College's primary participatory governance committee responsible for policy and procedural recommendations to the WHCCD Board. (80, 81)

Analysis and Evaluation

The PGC receives recommendations and input from campus constituency groups, discusses policy and administrative procedure proposals, and votes on propositions. Once policies and procedures are approved, rejected, or revised, the PGC's decision is sent to the WHCCD Chancellor's Executive Cabinet then to the West Hills Community College District Board of Trustees for consideration and approval. (54)

The College Academic Senate and District Faculty Association are among the groups that provide input, make recommendations, and have a representative vote as a member of the College PGC. WHCCD Administrative Procedure 2410 (Policy and Administrative Procedure) delineates in a case with review and approval by the College Academic Senate President or Faculty Association President, any comments, recommendations, or actions taken with regard to the policy and/or procedures shall be sent directly to the WHCCD Chancellor's Office by the individuals serving in those capacities. (78, 79)

Biennially, the College completes a WHCCD Committee Communication and Effectiveness Survey. (83) Results are shared with the College Planning and Governance Council and other governance groups for review and to address areas of concern concerning existing or proposed policies and administrative procedures.

I.B.8

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

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) communicates and reports assessment and evaluation activities and results on the College portal to all campus constituents on a regular, systematic basis. These results provide a shared understanding of strengths and weaknesses for aligning and prioritizing academic programs and services. (46, 47, 84)

All College programs collect and analyze data as part of the program review process, which is published on the WHCL Institutional Effectiveness and Program Review Committee (IEPRC) portal site. (47) Program reviews are presented to and approved by the Planning and Governance Council (PGC), comprised of representatives from all campus constituent groups, who in turn communicate with their respective teams and learning areas program status and results. Program reviews are housed on the PGC portal site. Each program review is completed by a team of faculty, staff and/or administrators with knowledge and expertise in the instructional and institutional support program assigned. (29, 55, 56, 84)

In addition to the regular program review process, the institution collects and analyzes data on disproportionately impacted groups to identify strategies and interventions to improve equity, access, and student success. The Student Equity Plan, Basic Skills Plan, Achieving the Dream initiative, California Education Code, and other integrated student success plans include broad representation from campus stakeholders in program development, implementation, data analysis, and evaluation. (36, 48, 63, 85, 86, 87)

Analysis and Evaluation

Evaluation is a shared responsibility among College leadership, data teams, and committee members comprised of faculty, staff, students, and administrators. However, overarching communication of assessment and evaluation activities and results is at times inconsistent. In 2014 the Student Equity Plan was developed by the Equity Committee with faculty representation. However, after campus wide communications, faculty expressed concern with specific details of the plan and felt their ideas and opinions were not adequately represented. Equity Plan approval was delayed as a result of these concerns and the Committee worked on revisions based on faculty input. The faculty Committee representative later signed the document report

indicating broad faculty approval. The communication challenges faced in the development of the Student Equity Plan serves as a model for future improvement. Enhancing campus wide communication is an area the College has identified and addressed in the Quality Focused Essay.

I.B.9

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

Evidence of Meeting the Standard

Institutional data are continuously analyzed by College groups representing faculty, staff, students, and administrators for planning and resource allocation. This comprehensive data evaluation process ensures institutional plans correlate to the College mission and reflect institution-set standards of student achievement. Student success and retention data are collected and analyzed each year using a broad, systematic continuous improvement model involving multiple campus constituencies integrating program review and resource allocation processes.

Planning and Governance Council (PGC) meetings are held bi-monthly during the academic year. (88) Recommendations made by PGC reflect the values and mission of the College to improve student success and achievement. The strategic planning process facilitated by PGC guides budget priorities with a focus on student success and achievement.

The Budget Allocation Committee (BAC) a subcommittee of PGC, includes representation from all campus constituents. Program reviews address programmatic strengths, weaknesses, and budget requests. The BAC receives budget requests for personnel, technology, facilities, equipment, and supplies identified in program review. The Technology Committee communicates technology needs and requests to PGC in coordination with the BAC requests identified in program review. (84, 89)

Instructional and institutional support student learning outcomes are continuously assessed and included in the program review process. The West Hills College Lemoore Assessment Grid used for program review requires assessment of program goals and objectives, activities/actions, and resources including funding and outcomes. Midterm review reports similarly include findings, analysis, and actions. (I.21)

The Institutional Effectiveness and Program Review Committee (IEPRC) provides oversight of the program review process. One of the IEPRC's primary roles is to ensure programs have a

mission statement that aligns to the College mission and institutional assessment plan. (29)

The Integrated Student Success Committee monitors campus wide services and activities to ensure student success. This task is accomplished through data driven decisions, incorporating essential planning documents, and ensuring alignment with applicable regulations. (90)

Analysis and Evaluation

Program review, student learning outcome, and institutional performance evaluation data drive programmatic decisions, modifications, staffing, curriculum, class scheduling, facilities, technology, and resource allocation. All institutional programs focus on improving and supporting student learning and achievement. The 2016-2020 West Hills College Lemoore Strategic Plan outlines data examined to accomplish the college mission. (26, 40) This plan was largely developed during an *Eagle Vision Planning* session in September 2016 which included representation from campus, district, and service area communities. Participants at the *Eagle Vision Planning* event reviewed institutional data to identify strategic goals for the college. The planning group was charged with aligning strategic goals to the West Hills Community College District Strategic Plan, College mission statement, and reflect institutionally set standards of achievement. (27, 28)

I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational

Evidence of Meeting the Standard

The West Hills College Lemoore (WHCL) website contains information on the college mission, learning outcomes, Student Success Scorecard, accreditation, Clery Report, Gainful Employment, graduation rates, net price calculator, and educational programs and services. Administrators assure that the information is accurate and current. (91)

The College website has icons located at the top of the homepage for user friendly access into the myWestHills portal site, events calendar, course searches, and catalog. Information regarding accreditation, administration, mission, bond measures, Title IX, institutional research, campus governance, and history are found in the “About” section.

The College catalog contains information including instructional calendar, accreditation, mission statement, guiding principles,

programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

compliance statement, admissions procedures, fees, placement tests, academic regulations, student rights, instructional services, program and course descriptions/requirements, and faculty/staff details. The catalog is reviewed, updated, and published annually. The vice president of educational services is the editor and coordinates publication of the catalog. (6)

The College publishes and disseminates a variety of promotional materials including brochures, leaflets, and press releases with information pertaining to the college mission, admissions procedures, program/course offerings, and campus news. Promotional materials must abide by the institutional guidelines for consistency and quality of message and are approved by area administrators overseeing the programs or services where developed materials are produced and used. (125, 126, 127, 128, 129, 130)

Analysis and Evaluation

Administrators regularly monitor College website content and work with support staff to update information as needed. (92)

While materials on academics, admissions, athletics, and student supports are found under separate tabs on the website, the College recognizes some information is not easy to locate for novice users. This feedback was provided by campus and community constituents at an *Eagle Vision Planning* session in April 2015. Discussions about challenges students face in progressing from application to graduation were another focus of the session. (72)

The West Hills Community College District released a Request for Proposal in spring 2016 for website redesign to improve equity, access, and ease of use. The project is expected to be completed in spring 2017. (93)

I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts,

Evidence of Meeting the Standard

In accordance with ACCJC Eligibility Requirement 20, the College catalog contains all required information including mission statement, course of study and program information, academic regulations, student's code of conduct, student programs and services, and graduation and transfer requirements. Faculty and staff credentials are listed at the end of the catalog.

The vice president of educational services coordinates revisions to the catalog. Instructional and non-instructional faculty and staff,

requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

collaboratively review the catalog and provide updates/revisions to the vice president of educational services for final editing and publication. The College works closely with the West Hills Community College District Office staff to ensure the catalog includes new and revised curriculum approved by the College Curriculum Committee and WHCCD Board of Trustees. Any changes to curriculum following catalog publication are recorded and issued as an addendum. (6, 94)

Analysis and Evaluation

The catalog provides information about the programs and courses offered at the College, transfer and graduation requirements, and college policies and procedures for prospective and current students. Additionally, other colleges and universities throughout the nation use the catalog to determine course equivalency transfer. Online articulation databases (i.e., ASSIST) post approved equated courses for articulation officers throughout California. Counselors and academic advisors regularly refer to the catalog for student advising and creating educational plans. West Hills College Lemoore (WHCL) began publishing an annual catalog in the 2015-16 academic year. The College historically distributed a two-year catalog, with addenda as changes occurred.

The catalog and addenda are located on the WHCL website. (6) Catalogs and addenda are also available upon request and copies are available in the Library/Learning Resource Center for reference.

I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College uses a number of assessment indicators to evaluate student success and achievement. Faculty members develop course and program student learning outcomes and assessment measures. Student learning outcomes are posted on every course syllabus. In addition, the College regularly examines and analyzes student success and achievement to make improvements in educational programs, curriculum, and support services using institution set standards of achievement. The College monitors the Student Success Scorecard and has developed key performance indicators as a part of continuous quality improvements. The results of the scorecard are annually reported at the West Hills Community College Board of Trustee meetings and made available to the public on the College website. (95)

The College evaluates demographic data to identify disproportionately impacted groups and updates the Student Equity Plan to address student success and achievement barriers identified. The College is also part of the Achieving the Dream national reform network, focused on making data driven decisions to improve equity and access for identified student populations. (96)

Analysis and Evaluation

The College communicates academic quality by disseminating its Student Success Scorecard, feeder high school data, and Institutional Data (Fact Book) to various media outlets channels and posting these data on the College website. (97)

The College goals and Key Performance Indicators are congruent with the college mission statement and institution-set standards of achievement by supporting persistence, college completion, licensure, and job placement. Goal one focuses on equal access for students while goal three addresses the degrees and certificates relevant to labor market needs/demands, and goals two and five address student success and equity. Goal four addresses the College's commitment to student learning by maintaining a diverse workforce.

I.C.4

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

Evidence of Meeting the Standard

The WHCL catalog clearly delineates all certificates and degrees awarded along with the purpose, program description, content, course requirements, expected learning outcomes, and degree transfer information if applicable to students, regardless of class location and modality. (6)

Each course clearly defines expected learning outcomes, content, and course requirements in the course syllabus. Faculty members assess course level student learning outcomes and success rates to analyze and assess program level outcomes as part of the program review process. (29, 39, 61)

Analysis and Evaluation

The College Catalog Task Force reviews catalog degrees and certificates every year. This ad-hoc committee is comprised of instructional and student services staff members who meet annually to update and revise all aspects of the catalog to ensure

accuracy with campus and district approved programs and courses including compliance with mandated regulations. (98)

I.C.5

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

Evidence of Meeting the Standard

College and District entities meet regularly to review institutional policies, procedures, and publications. The West Hills Community College District (WHCCD) Board of Trustees, Chancellor's Executive Cabinet, and Academic Senate meet on a monthly basis to review, recommend, and approve these items as developed or proposed in a timely manner. The Planning and Governance Council and Curriculum Committee meet bi-monthly during the academic year. (88, 99)

Any employee, student, or member of the public may initiate a review or develop a policy or procedure. Once initiated, the WHCCD Chancellor's Executive Cabinet analyzes the request. New policies and proposed revisions are then communicated to the Planning and Governance Council for further dissemination and discussion among campus governance groups for feedback and recommendations to the proposed policy or procedure. (81)

The Planning and Governance Council (PGC) comprised of representatives from all campus constituency groups regularly reviews proposed District policies and procedures. The timeline for review is administered by the District Chancellor's Office and maintained by the District chancellor. (84, 132)

The Academic Senate meets monthly during the school year to review and make policy/procedure recommendations to the WHCCD Board of Trustees and the College PGC regarding academic and professional matters as items are brought forward. (58) The Academic Senate considers: curriculum, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; districts and college governance structures, as related to faculty roles; faculty roles and involvement in accreditation process, including self-study and annual reports; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; and other academic and professional matters as are mutually agreed upon between the WHCCD governing board and Academic Senate. (99) The Curriculum Committee meets bi-monthly during the academic year to review and revise academic policies and

procedures pertaining to new course development, course revision, and programmatic improvement. The Curriculum Committee employs a curriculum tracking matrix. This matrix is comprised of active courses, a designated lead faculty member for each course, and a progress tracking mechanism to ensure quality and adherence to California Education Code requirements and the College mission. (100)

Upon input from the College, the WHCCD chancellor forwards the new or revised policy/procedure to the District Leadership Council including the chancellor, college presidents, academic senate presidents, California Teachers Association president, and California School Employees Association president for discussion and approval. The final document is disseminated to the WHCCD Board of Trustees for consideration and approval. (101)

Analysis and Evaluation

The Academic Senate considers new policy and procedural proposals, revisions, and deletions. At PGC meetings, policy and procedural proposals are presented, discussed, and then shared with campus constituency groups who vote and provide comments and decisions back to the PGC (presided by the College president). For example, the Academic Senate voted to approve Board Policy 4042 Open Education Resources on September 28, 2015. In the same week on September 30, 2015, PGC discussed feedback and endorsements from administrators, faculty, and staff then voted to approve the proposed policy to encourage textbook affordability for students as recommended by campus constituency groups. (102, 103)

The West Hills College Lemoore Curriculum Handbook outlines the process and procedures for reviewing and approving campus curriculum including recommendations to the WHCCD Board of Trustees, implementing state mandated regulations or policies that affect curriculum, and adopting general education patterns and degree requirements. (100) The handbook is reviewed and revised with each new incoming committee chair. The handbook was most recently updated in fall 2016.

I.C.6

The institution accurately informs current and prospective students

Evidence of Meeting the Standard

The West Hills College Lemoore catalog and college website outline tuition and fees for students and parents to view. (6) In addition, all students are strongly encouraged to complete a financial aid application, college orientation, and education

regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

I.C.7

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

planning session. Each activity provides students with information about tuition, fees, textbook, and other costs of attending West Hills College Lemoore.

Analysis and Evaluation

The College director of financial aid, staff, and student services administrators regularly attend conferences and training to ensure currency and compliance with federal laws on financial aid and educational costs. The director of financial aid annually updates the cost of attendance which can be found on the College website, financial aid webpage with a net price calculator linked to the Free Application for Federal Student Aid. Tuition and fees are listed in detail on the College website. (104) Career and Technical Education certificate programs include the total cost of attendance to satisfy Gainful Employment regulations.

Evidence of Meeting the Standard

West Hills Community College District (WHCCD) and the District Board of Trustees have established policies on academic freedom and responsibility. The Academic Freedom policy (Board Policy/Administrative Procedure 4030) is referenced in the College catalog. The District and College believe that academic freedom is a right and responsibility of faculty with a “primary focus in the achievement of the goals and objectives...” of the college and community. (105, 106)

Analysis and Evaluation

The Academic Freedom Policy, Board Policy/Administrative Procedure 4030, is published on the District website and in the College catalog, which states “...academic freedom policy is defined by its attendant rights and responsibilities as a vital, primary force in the achievement of the aims and objectives of the institution.” (6, 107)

I.C.8

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

I.C.9

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

Evidence of Meeting the Standard

West Hills Community College District BP 5505 (Academic Honesty) and BP 5500 (Standards of Student Conduct) outlines policies and procedures promoting honesty, responsibility, and academic integrity for all West Hills College Lemoore students and personnel. (108, 112) The policy delineates the College process for resolving allegations of academic dishonesty, consequences, and repeated violations.

Analysis and Evaluation

The Standards of Student Conduct are published in the College catalog and communicate guidelines for acceptable student conduct, which included, but is not limited to, dishonesty. The policy was revised in 2016. All students are expected to adhere to the board policy as communicated through the new student orientation and each time a student or College personnel login to college computers and/or district network by acknowledging the Acceptable Use Policy. (108, 109, 269, 278)

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 4030, states “academic freedom are part of the broader protections of freedom of expression, guaranteed by the First Amendment of the United States Constitution. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher to teach and of the student in the freedom to learn.” The board policy reiterates, with these rights comes the responsibility to fairly and objectively investigate, present, and interpret facts and ideas consistent with the subject and course objectives. (105)

Analysis and Evaluation

Faculty members are required to teach professionally accepted views from juried, published textbooks and course materials specified on the College Curriculum Committee approved course outline of record. Teaching from personal conviction in disregard of professionally accepted views is not allowed. Faculty must present fair and objective data and information. Provisions for teaching professionally accepted views are established and reviewed through student course evaluations, faculty peer evaluations, course student learning outcomes (approved by the Student Learning Outcomes Committee), textbooks/materials

(approved by the College's Curriculum Committee), and Curriculum Handbook.

I.C.10

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

Evidence of Meeting the Standard

Although the College upholds expectations of staff, faculty, administrators, and students to follow board policies and administrative regulations, West Hills College Lemoore does not require conformity to specific beliefs or world views.

Analysis and Evaluation

All faculty, staff, administrators, and students are expected to comply with respective Board Policies and Administrative Regulations governing conduct, such as Board Policy/Administrative Procedure 5520 (Student Discipline), Board Policy/Administrative Procedure 5505 (Academic Honesty), and Board Policy 5500 (Standards of Student Conduct). (108, 109, 110, 111, 112)

I.C.11

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

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) does not operate in foreign locations.

Analysis and Evaluation

WHCL does not have authorization from the ACCJC to operate in a foreign location, therefore does not operate in any foreign locations.

I.C.12

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

I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) is in compliance with all Accrediting Commission for Community and Junior Colleges (ACCJC) Eligibility Requirements and meets all ACCJC standards and Commission policies for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Information required by the Commission is accessible on the college website.

Analysis and Evaluation

WHCL complies fully with the 21 Eligibility Requirements of the accreditation and commission guidelines. The College is authorized by ACCJC to operate as a post-secondary institution, as evidence in the reaffirmation of the college's self-study in 2011. The College responds to all the requirements and communications from the commission and provides self-evaluation documents on the College website including a Follow-up Report dated March 1, 2012. (113)

In the instance of the substantive change request, the College has provided ACCJC with the appropriate notice and documentations of the changes as required by the commission. (133)

Evidence of Meeting the Standard

The College prides itself on demonstrating honesty and integrity with external agencies and ensuring compliance with the regulations and statuses, locally, statewide, and nationally. On a local level, the college works collaboratively with local high school partners and communicates relevant institutional data, student success rates, and accreditation information.

On a regional and national level, the college meets the standards established by the Accrediting Commission for Community and

statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Junior Colleges (ACCJC). This self-study and all accreditation documents are posted and publically visible on the College website. In addition, the College catalog addresses the campus accreditation status and where related documents are located.

The College also works to ensure compliance with all external and non-ACCJC accrediting agencies, including those reasonable for approving the associate’s degree for nursing, the paramedic program, and Peace Officer Standards and Training (POST). In each case, the College must meet the established guidelines and standards to be accredited. (114, 115,124)

Analysis and Evaluation

The College accreditation status and accompanying documents are posted on the College website and includes all correspondence to and from ACCJC. The College also publishes a notifications of evaluation team visits and provides opportunities for third-party comments. The College communicates through other means to inform the public, such as presentation to the Lemoore Chamber of Commerce by the College president. (116) In the future, the College plans to further expand communications including press releases, presentations at the WHCCD Board of Trustee Meetings, and campus wide conversations to foster dialogue between internal and external constituency groups.

I.C.14

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

Evidence of Meeting the Standard

The College’s commitment to providing high quality education, student achievement, and student learning are central to all services and activities as is stated in the College mission statement and the District Vision statement, “The Relentless Pursuit of Student Success.” The College does not have investors and therefore does not generate financial returns to any person or organization. However, the College is thoughtful and deliberate in ensuing its programs are regularly evaluated, consistent with the institutional mission statement, and budget expenditures are aligned with the identified program needs. The District actively engages in fundraising supported by the West Hills Community College Foundation to promote student achievement and student learning through scholarships and grants.

Analysis and Evaluation

The West Hills Community College Foundation assists the College in fulfilling its missions by sponsoring President Scholars.

Since 2000, the College has been providing full tuition and \$250 book stipends over four semesters to any and all area high schools seniors who are eligible California Scholarship Federation (CSF) members. The funds for this scholarship are generated from donations made to the District Foundation and fundraising events such as the annual President's Scholars Golf Tournament. (117)

STANDARD II

Student Learning Programs and Services



Standard II

Student Learning Programs and Support Services

James Preston, Chair

Dean of Educational Services

Maria Gonzalez, Co-Chair

Faculty, Counselor

Dr. Ron Oxford, Co-Chair

Faculty, Librarian

Rene Paredes, Co-Chair

Faculty, History

Angela Tos, Co-Chair

Faculty, Counselor

Devin Alexander

Student

Lupe Alvarado

Classified, Tutoring Specialist

David Babb

Faculty, Biology

Neomi Daniels

Faculty, English

Cindy Dolata

Faculty, Nursing

Allen Fortune

Faculty, Psychology and Athletic Director

Dave Gejeian

Faculty, English and Journalism

Chuck Gent

Principal, Lemoore Middle College High School

Tiffani Gonzales

Faculty, Counselor

Bob Gibson

Faculty, Mathematics

Bob Hall

Faculty, Geography

Lacy Hatfield

Faculty, Athletic Trainer

Marta Hendrickson

Faculty, Counselor

Tiffany Hernandez

Classified, Financial Aide Advisor

Geri Mahaffey

Faculty, Nursing

Denise McKendall

Student

Rupinder Rai

Faculty, Counselor

Dr. Victor Rosa

Principal, Lemoore Middle College High School

Kim Sheffield

Faculty, English

Dr. Shuntay Taylor

Adjunct Faculty, Interdisciplinary Studies

Jan Young

Faculty, Counselor

Fidela Zaragoza

Classified, Senior Secretary

Dr. Jiaxin Zhao

Faculty, Engineering and Physics

Jewel Zimmerman

Adjunct Faculty, Interdisciplinary Studies

Standard II

West Hills College Lemoore (WHCL) offers associate degrees, associate degrees for transfer, and certificates of achievement by using a variety of delivery modes: face-to-face, online, hybrid, and web-enhanced. Most courses are offered over an 18 week schedule though some short-term courses are available throughout the academic year. The delivery mode and length of a course highly depends upon the subject matter and students' ability to absorb and apply course content within an abbreviated timeframe as recommended by faculty.

WHCL offers programs of study designed to promote transfer to four year institutions, culminate in a terminal two year degree or certificate, improve student's skills whether academic or vocational, or for the purpose of life-long learning. The majority of course offerings are intended to satisfy general education and degree requirements but the college also has a number of specialty or CTE programs including nursing, paramedics, teacher preparation, and culinary.

The faculty and staff at WHCL promote student-centered learning. Campus initiatives focus on themes central to student success and retention. For instance, the College uses Achieving the Dream data on high enrollment/low success courses as a means of enlisting student/faculty focus groups, to determine barriers students face inhibiting success, analyzing relevant data pertaining to student/faculty issues identified, and implementing successful interventions and programs to remove identified barriers.

Courses are offered on the College's main campus, Lemoore Naval Air Station (LNAS), special facilities the College cannot provide (i.e., pistol firing range), and regional high schools. The College also utilizes regional health care providers to deliver clinical experiences to health science and nursing students.

II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are

Evidence of Meeting the Standard

The institution's curriculum and program review process ensures all college courses, degrees and certificates are consistent with the institution's mission, appropriate to higher education, and culminate in student attainment of student learning outcomes and completion. Student learning outcomes have been developed for all courses and programs at the college and evaluated on a continuous cycle. (134) The fields of study are consistent with the

offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education program. (ER 9 and ER 11)

college's mission and appropriate for students to earn certificates, degrees, transfer, and employment.

Analysis and Evaluation

The West Hills College Lemoore (WHCL) faculty support student learning through the development of courses in alignment with the College mission. Each course has an official course outline of record (COR) that includes student learning outcomes (SLOs) the student must demonstrate to achieve success. Courses typically have three to five course level outcomes (CLOs). (135) Course outlines are updated on a five year cycle while CLOs are assessed and updated every other year. (136, 137) During 2013-14 there were 258 active courses in the schedule and 284 in 2015-16. Since COR review and SLO cycles are different, SLO forms are considered an attachment to the COR at WHCL.

Course Level Outcomes are assessed every other academic year. During each cycle of assessment CLOs are reviewed for quality, assessed, analyzed, and results used to improve learning. The CLO form includes these elements and requires faculty to define proficiency, summarize assessment data and analyze data including comparisons to the previous CLO assessments, and identify improvement for student learning. CLO form requirements ensure continuous quality improvement. For example, in an Engineering 15 class offered during fall 2015 the instructor analyzed CLO assessment data and made the following statement, "14 out of 20 students (2 other students did not take the final) earned 70 percent or above for the proficiency level. Some students still had trouble with program components of loops and functions. The 70 percent proficiency rate is in line with previous assessment's 68 percent proficiency rate." The instructor then recommended how future learning could be improved by stating, "Doing more exercises on loops and functions, two of the most difficult topics for beginning programmers. Many home work programs are assigned on these topics, and more practice problems before the final exam may also help students' refresh themselves on these topics." (138)

WHCL has faced challenges at times in composing and assessing CLOs for courses that are not taught by full-time faculty. The College addressed this issue by assigning a full-time faculty mentor or sponsor to assist adjunct faculty through the CLO process. The College also instituted a regular series of Friday workshops to provide all faculty technical assistance in completing CLO requirements. This approach has led to a

dramatic increase in CLO completion and assessment. During the last reporting cycle (2013-2014), faculty completed assessments for 95 percent of courses. (137)

WHCL defines an academic program as leading to a degree or certificate. Program reviews for academic programs are conducted on a four year cycle with a midterm review every two years while Career Technical Education (CTE) programs are entirely conducted on a two year cycle with no midterm review. (139) Program level outcomes (PLOs) are assessed every other year. (140) Program reviews are used to obtain quality and continuous improvement. For example, the culinary program maintained respectable enrollments but students frequently left the program for employment before receiving a degree or certificate. As a result of program review, culinary classes were compressed in length beginning fall 2014 and the schedule was adjusted to Monday through Thursday daytime classes so students could work in the industry on evenings and weekends while completing a Chef Apprentice certificate of achievement in one year. As a result, the number of Chef Apprentice certificate completers increased from 6 certificates conferred in 2012-2014 to 17 certificates in 2014-2016. (141)

New certificates and degrees are developed in response to input from community advisory committees, employment data, changes occurring at neighboring four year institutions, or, in the case of transfer degrees, mandated by State legislative action. The College asks a central question in its consideration of new certificates and degrees: How does it benefit our students? This broad-based fundamental theme is at the forefront of College deliberations to determine if a new degree or certificate will help students realize their educational goals. The WHCL Curriculum Handbook outlines the process for establishing new degrees and certificates. The establishment of a new degree or certificate must be appropriate to higher education and is reviewed and approved by the College Curriculum Committee, West Hills College Board of Trustees, California Community College Chancellor's Office, and ACCJC through the Substantive Change process. (135) Additionally, certificates of achievement are submitted to the U.S. Department of Education for Title IV eligibility approval.

An example of instructional courses and programs continuous improvement efforts is the Innovate Summer Faculty Institute. During the summer 2015 and summer 2016 faculty participated in College sponsored professional development workshops to support faculty in curriculum design, sharing best practices,

learning classroom and teaching technology, developing pathways for degrees, and other product-based activities (i.e., adopting Open Education Resources, etc.) to foster currency and quality in curriculum and instruction to advance student success. (142)

II.A.2

Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Full-time and adjunct faculty members are responsible for the development and ongoing evaluation of instructional courses and programs. Faculty members discuss content and methods of instruction in learning area, Curriculum Committee, and Student Learning Outcomes Committee meetings on a regular basis to ensure academic and professional standards. Faculty systematically develop and review academic requirements including prerequisites through course and programmatic content review, transfer requirements, student learning outcomes (SLOs), and employment skills and competencies. Faculty use Course Level Outcomes (CLO) and Program Level Outcome (PLO) assessment results, and data analysis from program reviews to support the development of new programs or curriculum revisions. (137, 140, 141) Additionally, the CTE learning area utilizes labor market data, interaction and information provided from Deputy Sector Navigators (DSNs), and industry advisory committees to support the creation of new programs. An example is the recently developed Business Information Worker (BIW) certificate created in response to the need identified for office workers in a variety of jobs such as customer service representatives, file clerks, receptionists and information clerks, secretaries and administrative assistants, and office and administrative support workers. The program was identified as a conceptual pathway through the Statewide Sector Navigator and then developed locally for the college by faculty, counselors, and students with input from advisory committees. The proposed BIW Certificate of Achievement is being offered in a one year schedule during the 2016-2017 academic year, and courses in the program are being sequenced and offered in a weekend format to provide access to adult and re-entry students. (143)

The local procedure for creating, designing, and approving courses offered by West Hills College Lemoore (WHCL) is established by the Curriculum Committee and outlined in the College Curriculum Handbook. The WHCL Curriculum Handbook (135) and Administrative Procedure 4020 (Program, Curriculum, and Course Development) (144) outline seven uniform components (Rule of Seven) across colleges in the West Hills Community College District (WHCCD) that must be aligned

on official course outlines of record to ensure articulation continuity for students taking courses from both District colleges.

The Curriculum Committee has representation from each of the six College learning areas and is co-chaired by a faculty member elected by the Academic Senate. The College's Chief Instructional Officer attends Curriculum Committee meetings and serves as co-chair. The District Articulation Officer is present at Curriculum Committee meetings to provide support regarding articulation questions or concerns.

Approved courses are reviewed on a five-year cycle led by a discipline faculty. The Curriculum Committee representative from each learning area is responsible for communicating curriculum review deadlines and committee recommendations for approval. (146)

The West Hills Community College District maintains a program discontinuance policy (Board Policy/Administrative Procedure 4021 Program Viability) outlining the process and criteria for programs failing to meet institutionally set standards and expectations. To date, no WHCL program has been required to undergo review through the program viability policy. However, discussions have occurred during Professional Development Days and at a Leadership Retreat suggesting "Meta Majors" replace some existing degrees for clarity and user-friendly major declaration options for students who are undecided about their academic path. (147)

SLOs are required for all active courses at WHCL. SLOs are written, evaluated, and analyzed by instructional subject area faculty. Learning outcomes are approved by the Student Learning Outcomes Committee (SLOC). (46) The SLOC established the evaluation cycle for all course level SLOs in the fall of each alternating year; courses taught only in the spring are evaluated during the spring semester. (137) The program level outcome (PLO) schedule and tracking form was also developed by the SLOC to ensure systematic evaluation of learning strategies to promote student success. (140) PLOs are evaluated on an alternating annual cycle, complementary to the SLO assessment cycle. The SLOC representative for each learning area ensures the evaluation schedule for their respective area is followed. (148)

Programs and courses are written by discipline area faculty and evaluated through the program review process. Program review occurs on a regular cycle and is overseen by the Institutional

Effectiveness and Program Review Committee (IEPRC). (56)
The IEPRC assures program reviews guide programmatic planning and budgeting and align with the College mission. (56)

Analysis and Evaluation

Curriculum, Student Learning Outcomes, and Institutional Effectiveness and Program Review Committees are predominantly represented by faculty who meet regularly to ensure curriculum, SLOs, program reviews, and course content are current. The Curriculum Committee meets bi-monthly to review new and updated courses and programs. (149) The Curriculum Committee faculty co-chair maintains curriculum tracking data and communicates needed updates or revisions to faculty. Friday workshops are hosted each semester by instructional administrators, Curriculum Committee co-chair, and SLOC chair to assist faculty in completing curriculum, student learning outcomes, and program reviews within evaluation and assessment cycles. (134)

As noted in the WHCCD Distance Education Plan, Distance Education (DE) is not considered a separate course format from other modalities of classroom or laboratory learning. (150) Over 20 percent of College FTEs are generated online. Learning area program review planning, student learning outcome assessments, and curriculum reviews include all students and their selected approach to course and program participation. The College maps integrated planning and continuous quality improvement from student learning outcomes with the same institution-set standards and criteria for DE as with other instructional modalities. DE is fully integrated into the College planning and program evaluation and assessment processes to confirm quality education for students, regardless of instructional delivery. (150)

II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The

Evidence of Meeting the Standard

The West Hills College Lemoore Student Learning Outcomes Committee (SLOC) is responsible for guaranteeing all active courses and programs have identified student learning outcomes (SLOs). The SLOC develops a SLO assessment protocol at the beginning of each academic year detailing which assessments faculty, staff, and administrators will conduct annually. Course and program SLOs are assessed on an alternating schedule every other year (i.e., course SLOs one academic year, program SLOs the following year). (46)

institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved outline.

All course syllabi are required to include approved SLOs. Syllabi are reviewed by the Educational Services Office to verify that SLOs are included. If SLOs are missing from a syllabus, the Educational Services Office communicates with the respective faculty member to update and include the SLOs for students.

Analysis and Evaluation

Tracking sheets are maintained by the SLOC indicating completed course and program assessments each year. Official course and program SLOs are each delineated on separate documents maintained by the SLOC. West Hills College Lemoore SLO forms are an addendum to official course outline of record and maintained by the SLOC. SLO forms are accessible on the College portal for accurate record keeping and compliance with reporting requirements. (151) The College requires all course syllabi to list the official, approved SLOs for the course. Instructors must provide syllabi to students either in paper or electronic format at the beginning of the course. Additionally, instructors are required to provide copies of course syllabi to the Educational Services office at the beginning of each semester to ensure instructors are including SLOs on their syllabi. (61)

Adjunct faculty members teaching a course for the first time are provided a copy of the course outline of record, a sample syllabus, and the SLOs for that course. All faculty have access to SLO forms, approved SLOs, and previous assessments on the SLOC portal team site. As a result, adjunct instructors may access official course level outcomes (CLOs) for their syllabus and assess CLOs as directed by the SLO assessment protocol.

II.A.4

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

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) offers basic skills (pre-collegiate) courses in English, math, and English as a Second Language. The college distinguishes basic skills courses on the course outline of record (approved by the Curriculum Committee) and in the Catalog through a course numbering system. Courses numbered 100 and above are pre-collegiate non-degree applicable/basic skills, courses 51 to 99 are degree applicable but non-transferable, and courses 1 to 50 are degree applicable. The college validates quality of all courses including pre-collegiate curriculum through the course outline of record and program review process. WHCL also offers non-credit courses in GED, tutoring, and work skills for disabled students.

succeed in college level curriculum.

The college directly supports students in skills advancement through a number of support systems. For example, math faculty post Placement Exam Practice Tests on the WHCL website to assist students in learning the skills necessary to advance and succeed in college level curriculum. (152) Many pre-collegiate math and English students begin skill development and access academic support on campus at the Academic Center for Excellence (ACE) North. ACE North offers students a variety of software and skill building programs such as Aztec, Learning Express, and Khan Academy. ACE North also hosts the College GED preparation program that is open to the community in partnership with Kings County. (153)

The Basic Skills Initiative Committee allocates funds for pre-collegiate level curriculum, academic support, professional development, and supplemental instruction. In basic skills classes, students are either required or strongly recommended by faculty to meet outside of class time for additional coaching and training with supplemental instruction leaders. Basic skills students also have access to one-on-one tutoring from supplemental instruction leaders and faculty on campus throughout the day in the Academic Center for Excellence (ACE) South laboratory located in the Library/Learning Resource Center. (154)

Since 2012, WHCL English and math faculty have met regularly with service area high school faculty on a regional Closing the Gap project. (155) This collaborative project involves professional development for faculty, curriculum alignment concerning college and high school courses, and high school course design to prepare seniors for college level English and math. (155)

Analysis and Evaluation

An example of focused support targeting basic skills students occurred in 2014 when basic skills English and math faculty re-designed WHCL curriculum. Basic skills English course units were reduced from 12 to four, and basic skills math faculty reduced course units from five to three. In both instances course re-design was forged in an effort to assist students in garnering the skills needed to accelerate from basic skills to degree applicable courses. (156)

In addition, English, math, and counseling faculty have re-evaluated English and math placement test results and updated cut

scores and established a bottom cut score for course placement. (157) Students who do not meet the bottom cut score are encouraged to access ACE North for academic support and remediation before retaking the placement test. Students may appeal their English/math placement. The College is currently exploring the use of multiple measures including student's GPA and/or high school math/English grade as a factor in evaluating appeals.

In fall 2016 WHCL began implementing a co-requisite model for English basic skills. (158) The College is collecting faculty feedback with course success and retention data to determine co-requisite model effectiveness. Similarly, math faculty are in the process of developing math pathways to assist non-STEM and non-teacher preparatory students in completing math requirements for graduation.

II.A.5

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

Evidence of Meeting the Standard

The institution's curriculum and program review process ensures degrees and programs abide by common American higher education practices. All courses undergo a five year review examining length, breadth, depth, scholarship, and rigor. Program reviews confirm appropriate course sequencing, time to completion, and synthesis of learning. Student learning outcomes for all programs and degrees are continuously reviewed as part of the program review assessment cycle. Prerequisite evaluations are conducted by faculty using student success data and examining course content to warrant appropriate student preparation and course sequencing within programs and degrees. (159) All associate degrees require a minimum of 60 semester credit or the equivalent. West Hills College Lemoore does not offer baccalaureate level degrees.

Analysis and Evaluation

The Curriculum Committee oversees the creation of associate degrees in coordination with the subject area faculty to certify compliance with the State Chancellor's Office curricular requirements and internal college/ district processes. When there is an issue between the colleges regarding curriculum, discrepancies are discussed at the District Educational Coordinating Council (DECC), which consists of faculty representatives and Chief Instructional Officers from West Hills College Lemoore and West Hills College Coalinga along with supporting district office representatives. (160)

In creating associate degrees, subject area faculty evaluate courses in the College inventory to verify sufficient content is provided for student learning and achievement. (161) New courses are developed when necessary and follow the process outlined in the Curriculum Handbook. Faculty use student data and complete a course content review to establish appropriate prerequisites and course sequencing within degrees. (135)

All College course and program curriculum must satisfy Administrative Procedure 4020 (Program, Curriculum, and Course Development) and the WHCL Curriculum Handbook. (135, 144) Administrative Procedure 4020 requires West Hills College Lemoore and West Hills College Coalinga to share seven core curriculum characteristics for common courses offered at both colleges. The intended purpose behind the “Rule of 7” is to ensure high and consistent academic standards within the District and course articulation for students completing work at both colleges. These seven core curriculum characteristics required in the course outline of record include:

1. Course number
2. Title
3. Prefix
4. Units
5. Transferability
6. Prerequisites
7. Course Objectives

The uniformity of prerequisites applies to new and existing courses. The intent of the uniform course objectives is to establish, at a minimum, three common objectives. This does not preclude faculty from adopting additional objectives to meet content requirements established by the State Chancellor’s Office.

II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established

Evidence of Meeting the Standard

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education, two years in the case of associate degree programs and less for certificate programs. The median time for West Hills College Lemoore (WHCL) students to attain certificates or degrees decreased from 4.3 years in 2014-2015 to 3.3 years in 2015-2016 (26). At a recent Eagle Vision Planning Session in September 2016 a group of faculty, community members, staff, and administrators worked collaboratively to set key performance

expectations in higher education.

indicators for the college in a number of areas including expected time to degree completion and the goal for 2020 in alignment with the median time to completion specified in the District Strategic Plan 2016-2020 of 3.4 years (40).

The scheduling process is strategically developed with specific timelines and input from constituent groups in order to publish a full year schedule (summer, fall, spring) two months prior to the registration period. Instructional administrators, faculty, counselors, and district personnel work together to review and ensure courses are offered in sequence to allow timely completion of degrees and certificates. (162) Students are given guidance and support from the student services staff to meet expected timelines to degree or certificate completion.

Analysis and Evaluation

The vice president of educational services and the dean of educational services collaborate to complete an annual class schedule with input from faculty during learning area meetings in the fall term. Within each of the five instructional learning areas discussions about the class schedule occurs among faculty to minimize class conflicts that may arise in student's schedules, schedule classes occurring on a rotating basis, incorporate new courses or requirements for certificate and degree completion, and to ensure timely degree and/or certificate completion; adjustments to the schedule are made accordingly. (163) The vice president and dean later meet face-to-face with the District Office staff to review the proposed schedule before it is published and viewable by the public.

It is noteworthy to identify the composition of learning areas and how faculty and administrators work together in developing the class schedule. There are five instructional learning areas: Arts and Letter, Social Science, Math and Science, Health and Wellness, and Career Technical Education. All full-time faculty attend their appropriate monthly learning area meetings. Counselors are assigned to a learning area by the College's vice president of student services and attend meetings. Counselors provide input on discussion topics and contribute in the class schedule preparation, either during the learning area meeting or informally through other forms of communication (i.e., email, etc.). Counselor feedback, observations, and recommendation have significant value in preparing a student friendly class schedule.

In addition to learning area meetings, counseling and instructional faculty routinely participate in campus workshops to develop degree pathways. (164, 165) Pathway documents developed at Innovate 2015 are used by counselors and advisors to create student educational plans to guide them in strategically scheduling their classes for timely degree completion. Having accurate student educational plans helps prepare students in graduating and/or transferring within two years. Pathways documents are also helpful in outreach efforts at service area feeder high schools. Advisors use pathway documents to inform high school students about degree opportunities at WHCL. (166)

Pathways are reviewed by educational services administrators and counselors to ensure courses are offered within a two-year cycle. (167) Degree and certificate completion rates are assessed during the program review process. If student completion rates flatten or have declined, faculty and instructional administrators re-examine and evaluate course sequencing, scheduling patterns, and offerings. (141)

The West Hills Community College District implemented a unique registration strategy in summer 2015 to increase well-timed graduation rates. This innovative strategy called REG 365 encourages one time registration in the spring semester for the entire upcoming academic year. To encourage students to engage in REG 365, the College implemented a communication campaign in summer 2016 using social media and direct contact by phone and email. As a result of this enrollment campaign, the College achieved 82 percent of its FTE targets annual targets in September 2016 because most students registered for both fall and spring semesters. (162)

In 2015 the College started a campaign titled “15 and 4 in 4.” (168) The campaign encourages students to register for 15 units every fall and spring so they may graduate and/or transfer in four semesters. This campaign is supported by four counseling contacts during a student’s enrollment at WHCL. (169) The Counseling Learning Area has developed service standards for academic counseling appointments. Abbreviated and comprehensive education plans are provided at first and second student’s counseling appointment.

II.A.7

The institution effectively uses delivery modes,

Evidence of Meeting the Standard

At West Hills College Lemoore (WHCL) faculty use several teaching and instructional delivery methods including traditional

teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

(face-to-face), web-enhanced, hybrid, videoconference, and online modalities reflecting the learning styles and diverse needs of students. Faculty are trained on the American with Disabilities Act, use of assistive technology, and other accommodations information to make certain all courses are accessible to all students, regardless of abilities. (170)

Learning Areas receive Program Review data from the West Hills Community College District (WHCCD) Office of Institutional Effectiveness. These data are disaggregated by course and section level, face-to-face and online retention, persistence, and student success. The College, in partnership with the District, offers faculty professional development opportunities to address gaps in distance education delivery, whether related to technology, andragogy, assessment, accessibility, or student regular and effective contact. The College supports a Faculty Development Lab where staff offer regular in-person workshops. Additional professional development is provided through a proctored Canvas Faculty Community with discussion forums and learning modules on topics such as rubrics, assessments, interactive assignments, and student projects. Mentoring directed on course improvement and analysis is available and offered by the WHCCD Connected Learning department and College Title V staff. (171)

WHCL faculty members are expanding technology in the classroom by working with the WHCCD Office to launch a tablet initiative to foster student engagement and learning. WHCCD has funded ongoing tablet training for faculty since fall 2014. (172)

Regular technology related assistance is offered by WHCCD Connected Learning to College faculty and staff in an effort to answer questions and share resources to improve teaching and instruction. (171)

The District was granted a \$1.3 million Innovation Award from the Chancellor's Office in 2015 for innovative practices. In 2015-16, the Innovation award funded a number of initiatives to encourage innovative teaching methodologies that reflect the diverse and changing needs of our students. The Innovation award provided financing for faculty to attend the Achieving the Dream national conference, sponsored faculty to attend off-campus Apple iPad training sessions, and supported faculty to integrate tablet technology into classroom teaching. (173)

Learning support services are offered to students in an assortment of formats including in-person and online tutoring, supplemental

instruction, and academic support software like Aztec and Learning Express. Aztec offers Common Core aligned skills assessments in its GED® Preparation Series, allowing students to drill down and learn concepts they are struggling with. Aztec is the College's primary source for GED practice and preparation. Aztec software encompasses computer literacy, reading/writing, mathematics, science, and social studies curriculum. The Learning Express Library is a great online tool with practice exams for program entry or licensure (i.e., GED, PSB, Cosmetology, NCLEX, etc.), self-paced review courses in basic grammar, writing, math, and reading, and free eBooks with skills review, practice exams, and concept reviews. (174) Academic support is integrated into the College Student Equity Plan and partially funded through the equity funds. (48)

Analysis and Evaluation

WHCL offers courses in a number of different modalities for students. Web-enhanced, hybrid, and online sections prior to summer 2016 were supported by the college Learning Management System (LMS) or Edvance 360. During the 2015-2016 academic year the College offered 848 class sections (summer, fall, and spring semesters) in a variety of formats:

- 3 percent of the sections were offered as hybrid with a portion of the class completed online.
 - 21 percent of the sections were offered fully online.
 - 31 percent of the sections were offered in a traditional face-to-face structure.
 - 45 percent of the sections were offered as web-enhanced.
- (175)

Beginning summer 2016, the College migrated to the Canvas LMS and in fall 2016 all traditional face-to-face classes were offered in a web-enhanced format, giving each course a LMS shell for students to access course information and applications including assignments and discussion boards.

Faculty members are involved in a variety of campus professional development activities that support best practices and reflect the diverse needs of students. The College Teacher Trade-n-Talk (T-n-T) program has been in existence since 2012 and has approximately 20-25 faculty members who complete the program each semester. The program requires faculty to complete three classroom observations, attend two roundtables or teaching workshops, and write or video record a reflection on how these

experiences impacted their teaching practices and approaches. (176) Another campus professional development activity, the Innovate Faculty Summer Institute, started in summer 2015 and continues annually. Nearly 100 full-time and adjunct faculty members have attended the workshop series during the last two years. Institute topics have included technology in the classroom, classroom engagement, developing degree pathways, and course redesign. (177)

Over the last two year, the College has aligned supplemental instruction, tutoring, and GED preparation under the area of Academic Support. There are two academic support venues on campus, Academic Center for Excellence (ACE) North and ACE South. ACE North focuses on pre-collegiate academic support such as GED and placement test preparation. (153) ACE South provides academic support for core college subjects including math, English, and science. (178) Academic support hours provided by the college has increased substantially from 11,500 hours in 2013-2014 academic year to 18,980 hours in 2014-2015. (179)

II.A.8

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

Evidence of Meeting the Standard

West Hills College Lemoore does not have any discipline-wide examinations in place. Direct assessment of prior learning at the College is done through the Credit by Examination process (180), Advanced Placement examination through College Level Examination Program (CLEP) (6), Military Service Schools as recommended by the American Council on Education directory, and Service Members Opportunity College (SOCNAV) associate degree program for military members. (181)

Analysis and Evaluation

Although the College does not have any department wide examinations there are multiple examples of common assessments consistently used among learning area faculty. Many faculty use test banks provided by publishers that coincide with adopted textbooks reviewed and approved by the Curriculum Committee. In web-enhanced, hybrid, and online courses test banks are housed and maintained by academic discipline in the District's Learning Management System and may be used by faculty teaching within the specific discipline.

Faculty members teaching courses with writing assignments adopt a grading rubric to measure student learning. For example,

grading rubrics for English courses include a scale which is normed by full- and part-time faculty to consistently assess student learning outcomes (SLOs). (182) Another example is in history classes where a SLO is “interpret, analyze and evaluate historical research, including primary and secondary sources, maps and archaeological evidence.” This SLO is evaluated at the course level through the assignment of a research paper in which students must use both primary and secondary sources. (183) Vocational programs such as registered nursing, paramedics, and courses in food safety use external, unbiased, and reliable standardized national exit exams. (184)

During the 2015-16 academic year, the College and District initiated discussions about strengthening the use of the prior learning assessments within the district. Faculty, staff, and administration from the College and District have attended multiple workshops and conferences to explore and gather information related to prior learning assessments.

West Hills Community College District conducts periodic analysis for math and English placement test and cut-score validations for the College. This process uses a variety of measures to reduce test bias. Validations begin with statistical analysis by the District researcher and includes input from appropriate College discipline faculty. (289)

West Hills Community College District is planning to participate in the California Community College Common Assessment Project, to eliminate local test validation leaving only cut-score validation with the College. In addition, the District is reviewing multiple measures for English/math placement including high school GPA and English/math course completion beginning fall 2017. The College intends to use recommendations from the California Community College Chancellor’s Office on using Cal-PASS Plus data.

II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded

Evidence of Meeting the Standard

Students in academic and vocational programs earn a degree and/or certificate based on the attainment of learning outcomes and successful completion of program courses required. By achieving the necessary skills and knowledge in the courses required for a particular certificate or degree, students demonstrate learning.

are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Units are assigned to each course using standard Carnegie units with 18 hours of lecture equivalent to one unit and 54 hours of lab equating one unit. The College vice president of educational services works with the District registrar on schedule development to ensure course offerings are consistent with the course outline of record (COR) and catalog. Students receive a certificate or degree from the registrar signifying successful completion of the program once certificate or degree requirements are met. (9)

The faculty teaching courses develop course and program level outcomes to guide instruction and measure learning outcomes. (151, 185) Faculty assess courses in real time as they are being taught to determine if students are learning the content and skills outlined in the COR. (186) Assessment data is collected for all similar courses taught and compiled for review to determine overall student learning. Faculty review assessment data from individual courses and work with colleagues to improve and adapt instruction. Furthermore, student learning outcomes are reviewed and modified if appropriate.

West Hills College Lemoore does not offer courses based on clock hours.

Analysis and Evaluation

Students may access program information through the West Hills College Lemoore (WHCL) website, where specific course requirements are detailed for each degree or certificate the offered. (187) The WHCL Catalog also provides degree or certificate information delineating the educational pathway required for a student to complete a chosen degree or certificate. (6)

Course success and retention rates are distributed at the beginning of each academic year to faculty for review and evaluation. (188) Faculty also examine assessment data for courses and programs through the program review process and identify goals and solutions to address areas of weakness identified. (189) SLOs are completed at the course (Course Level Outcomes) and program (Program Level Outcomes) level in alternate academic years. The review cycle includes the following steps: review SLOs, appraise assessment tool(s), complete assessments, analyze assessments, and use results to improve learning.

II.A.10

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

Evidence of Meeting the Standard

The West Hills College Lemoore (WHCL) catalog specifies acceptance transfer-of-credit policies, and the transfer requirements to four year universities. (6) Articulation with post-secondary institutions is outlined in Board Policy/Administrative Procedure 4050 (Articulation). (190) College level articulation is processed by the articulation officer located at the District Office whose role is to work with instructional programs to seek new and regularly update existing articulation agreements. The articulation officer updates information on Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) to reflect articulation agreements with four year universities within the California State University and University of California systems. (191)

AP 4107 (Transfer Program) outlines transfer degree requirements, IGETC, minimum English and math transfer requirements, and transfer level course numbering description. (192) New CSU transfer degree programs have been developed by the College using C-ID status for transferable courses and transfer model curriculum for associate degrees for transfer (ADT). (162, 193) The C-ID common numbering system helps students and faculty identify courses across institutions that fulfill associate or baccalaureate degree requirements. (194) For example, SOC 1 at WHCL is approved and equivalent to C-ID SOC 110 which can be used in place of any other community college course that has the same C-ID designation for the purpose of fulfilling degree requirements or university's lower division major preparation requirement where the C-ID is indicated. Students are able to find courses with C-ID designation from their academic counselor.

Analysis and Evaluation

With the passage of California Senate Bill 1440, WHCL has created 14 Associate for Transfer Degree programs as of summer 2016. (193) The College anticipates adding more transfer degrees in other disciplines (e.g., English and history) in the future. The transfer degrees streamline the California State University transfer process, thus attracting more students. Total College transfer degrees awarded rose from five in 2012-13 to 86 in 2015-6. (9)

II.A.11

The institution includes, in all of its programs, student learning

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) clearly defines and assesses student learning outcomes for all instructional programs (PLOs) and courses (CLOs) taught at the college. Institutional student

outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

learning outcomes (ISLOs) were approved by the Student Learning Outcomes Committee, Academic Senate, and Planning and Governance Council in fall 2016.

Course and program learning outcomes connect directly to communication competency, information competency, analytical skills, ethical reasoning, and engagement of diverse perspectives as appropriate. The CLOs for key courses in a program are mapped directly to the PLOs for the program and are confirmed by the Student Outcomes Learning Committee and program review process. (185)

Analysis and Evaluation

General education student learning outcomes (GE SLOs) were defined in 2009, but have not been assessed or scheduled on a regular cycle like the CLOs and PLOs. (195) WHCL assesses all courses associated with GE SLOs, but the College has not developed a written formal assessment similar to other programs on campus. The current tracking system for SLOs used in assessing programs makes it difficult to calculate GE SLOs. The process would require involvement of multiple faculty members from multiple learning areas gathering data for each course mapped to each GE SLO to complete a full assessment. The workload has made this task difficult to complete. However, the College began transitioning and integrating data into an eLumen interface system in fall 2016 semester. Once data is migrated, faculty members will be able to map course assessment data to defined PLOs, ISLOs, and GE SLOs. The eLumen platform will be able to correlate all data to appropriately assess ISLOs and GE SLOs during the next PLO assessment cycle in 2017. (196)

II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is

Evidence of Meeting the Standard

The general education program at West Hills College Lemoore is the foundation for all degree programs and is designed to help students develop a breadth of knowledge that will contribute to their intellectual, personal, and professional growth. It is a broad-based and comprehensive program that introduces students to the major areas of higher education. The following areas are used for general education requirements:

Area A: Language and Rationality (13 course options)

Area B: Natural Sciences (19 course options)

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

Area C: Humanities (35 course options)

Area D: Social Science (31 course options)

Area E: Local District requirements (2 courses)

The General Education Philosophy is clearly stated in the Catalog according to Board Policy 4100 (Graduation Requirements for Degrees and Certificates). (197) All courses, certificates, programs, including general education and vocational education programs, and degrees have identified Student Learning Outcomes (SLOs). (137, 140) Board Policy/Administrative Procedure 4020 (Program, Curriculum, and Course Development) outlines curriculum review, program review, and student learning outcomes which are all mechanisms used to determine appropriateness for general education inclusion. (144, 145)

Analysis and Evaluation

Course and program level outcomes are continuously assessed on a rotating two year schedule, available for review at any time on the college portal, and are archived at the end of each term. Faculty expertise, faculty dialogue, program review, and results from student learning outcome assessments are used to determine appropriateness of a course for inclusion in the general education curriculum. Each fall, faculty have the opportunity to recommend a course for inclusion into the general education curriculum at a widely promoted general education meeting called by the WHCL Curriculum Committee. (198)

II.A.13

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

Evidence of Meeting the Standard

All West Hills College Lemoore (WHCL) degree programs include both general education courses and focused study in an area of inquiry or interdisciplinary core. (199) Program level student learning outcomes (PLOs) for degree and certificates focus on student learning in the area of inquiry or the interdisciplinary core. The PLOs for every program are mapped to course level outcomes (CLOs) for specialized core courses. Assessment of the CLOs for the specialized core courses measure mastery of key concepts, theories, and practices within the field of study. (185)

Analysis and Evaluation

WHCL complies with Board Policy 4100 (Graduation Requirements for Degrees and Certificates) which mandates an 18 unit minimum major area of study to meet degree requirements. (197) All degree programs are required to assess program level outcomes every two years to measure mastery of key concepts, theories, and practices within the field of study. For instance, students pursuing a biology degree are required to take both GE courses as well as an interdisciplinary core of biology, chemistry, physics, and math courses. The biology PLOs focus on student learning in interdisciplinary core courses. (200) The CLOs in core courses including biology, chemistry, physics, and math focus on and assess mastery of key concepts, theories, and practices within those fields of study. CLO assessment data collected from core courses in the degree are then used to assess PLOs for the Biology program. (201)

II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for

Evidence of Meeting the Standard

Career technical certificates and degrees are developed and evaluated by industry certified faculty. A general Career Technical Education (CTE) Advisory Committee meets at a minimum twice a year and includes divergent industry leaders and potential employers who provide feedback on technical and professional competencies and standards. (202) Selected CTE disciplines such as health careers and culinary each have an additional advisory committee to gather industry input on a more regular basis. (203) Career technical courses and programs have established industry-specific learning outcomes. Course and program data are evaluated annually to track success and completion rates.

external licensure and certification.

Students enrolled in College CTE programs are prepared for licensure or certifications (as applicable) using guidelines required by external agencies. For instance, students completing the nursing program must complete a national certification exam for consistency with current practice. Currently, West Hills College Nursing students pass the national certification exam at 95 percent. (119)

The College also works in collaboration with the District to support employers in the region by hosting contract not-for-credit education CTE vocational training at the West Hills College Lemoore Campus. Vocational training programs offered by the District are aligned with model curriculum, industry standards, and other state licensure requirements needed for employment. (204) Local employers and industry leaders provide the guidance and expertise necessary to ensure the curriculum offered is driven by industry/employer standards. (205)

Analysis and Evaluation

Career Technical Education faculty work with industry to map core competencies including industry standards, competencies, and certifications to course content and outcomes. College curriculum is geared towards competencies to meet employment standards with preparation for any licensure or certification as required by industry sectors. Industry input is sought through advisory committees and infused into curriculum where appropriate and relevant. Examples of programs with certifications/licensures from external agencies are listed below:

- The nursing program monitors pass rates with the California Board of Registered Nursing (BRN). The minimum accepted pass rate for any school by the BRN is 75 percent. The WHCL pass rate is 95 percent. (206)
- A student completing the Nurse Assistant Program is approved to sit for the state certification for Certified Nurse Assistant. Competency is determined by passing the exam average score of 77 percent. Over the past four years students have completed the course in the 97 percent percentile. Certified Nursing Assistant state exam pass rates are consistently at 94 percent.
- Graduating paramedic students must complete the National Registry of EMTs cognitive and psychomotor exam for licensure as a paramedic. In the past two years, the College's pass rate is 97.59 percent.

- Students in the administration of justice program have the opportunity to complete two classes to become Peace Officer Standards and Training (POST) certified: Arrest and Control (AOJ 50A) and Firearms (AOJ 50B). In the past two years 98 percent of the students who completed the AOJ 50A module passed the POST certification exam, and 97 percent of the students who completed the AOJ 50B module passed the POST certification exam.

II.A.15

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

Evidence of Meeting the Standard

Board Policy/Administrative Procedure 4021 (Program Viability) delineates a process to identify College programs that may be subject to discontinuance and/or expansion. (147) Program discontinuance and/or expansion discussions are initiated through the curriculum review process and College and District planning and governance councils. If a program is recommended for discontinuance, a Program Viability Taskforce is formed to evaluate qualitative and quantitative program data. Should the Taskforce propose to discontinue a program, a plan and timeline for phasing out the program is developed in accordance with Administrative Procedure 4021 (Program Viability).

While West Hills College Lemoore has not discontinued a program since the inception of Administrative Procedure 4021. The College makes every effort to ensure all students in discontinued programs are able to complete their education in a timely manner with minimum of disruption or delay. The Counseling learning area plays a key role in facilitating the transition of students effected by program discontinuance. In cases where the requirements have changed for a particular program, students maintain catalog rights and have the option of completing the new requirements or the requirements in effect when they started the program. If any of the required classes are not offered or have not been offered within a reasonable period of time, students may file a petition to waive or substitute the requirements with another class.

Analysis and Evaluation

Part of the program review process is to examine the viability of a program. Factors such as enrollment trends, number of degrees/certificates awarded, business industry standards, and market viability are factors considered in the review process. (189) Although some programs have been modified to meet current standards (such as the Associate for Transfer Degrees), no

II.A.16

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

programs have been initiated for review using the Program Viability process.

Evidence of Meeting the Standard

Regardless of the delivery mode or location, the institution evaluates collegiate and pre-collegiate programs through program review every four years with an abbreviated midterm review at the two year point. (207) Career Technical Education programs complete full program reviews every two years. Program student learning outcomes are evaluated and analyzed on a two year cycle. Community education courses are also evaluated to improve the quality and currency of learning outcomes and student achievement.

The pre-collegiate summer outreach program for 6th-8th graders known as the 5C Experience (Creative and Cool Community College Camp) hosted by the College each summer since 2003, has served over 2,000 students. Student and staff evaluations are collected and assessed each year to measure the quality of the program and to improve services. For example, the 5C Experience 2016 featured curriculum in entrepreneurship, STEM fields, and computer programming resulting from assessment results from previous years. (208)

Analysis and Evaluation

The Institutional Effectiveness and Program Review Committee (IEPRC) evaluates the program review schedule at the beginning of each academic year and committee members (program review coaches) are assigned to work with lead content area faculty to complete the program review process. (56) Once the program review is completed, lead faculty present the review to other discipline faculty in their respective learning areas for approval before it is forwarded to the Planning and Governance Council for further examination and College approval. (209) The program review process includes program budget recommendations which are sent to the Area Budget Committee for consideration. (210, 211) College faculty members meet once a year with their respective learning areas on a professional development day to review and discuss program data, student learning outcome assessments, and curriculum or instructional modifications and needs. (212)

Another example of evaluation and continuous improvement of programs is the recent development of the M³ = Success program

designed to help students going into Math 61 (Elementary Algebra) which is recognized as one of the college's "high enrollment, low success" classes as identified through the Achieving the Dream initiative. The outcomes of student and faculty focus groups and a college-wide survey found the biggest barriers to student success in math courses were time management and finances. As a result, the M³ = Success intervention was created to help students in the areas of Math, Money, and Minutes (time management). The M³ = Success staff used quantitative and qualitative data to assess the effectiveness of the program once it was implemented. The pilot program launched in January 2016 led to an increase in the number of intervention program days, additional student mentoring support, and the more time to focus on best practices used by successful math students at the August 2016 program. (213, 214, 215)

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support

Evidence of Meeting the Standard

The West Hills College Lemoore (WHCL) library supports student learning and achievement and is accessible online 24/7. The library maintains hours of operation on weekdays from 7:30 am to 8:00 pm during regular academic terms. The library offers e-books, circulating books, reference books, DVDs, and reserve textbooks. The librarian and staff assist students and faculty with academic research and provide instruction on how to access library resources and services. (228)

The library serves as the College hub supporting learning services. A dedicated classroom called the Academic Center for Excellence (ACE) South provides assistance in English, Math, Science, and ESL among other subjects by faculty and supplemental instruction mentors, and student access to computers and printers. The library also houses peer drop-in tutoring. With the added services, students in face-to-face classes as well as online and hybrid courses have a variety of options to receive academic support services. The quantity, currency, and depth of programs available in the library help students achieve their educational goals.

Outside the library, in the 200 building, is an additional dedicated classroom, Academic Center for Excellence (ACE) North which supports pre-collegiate student needs such as GED and English/math placement test preparation. ACE North contains computers and software for students and conducts periodic workshops on specific topics needed by learners. ACE North is supervised by faculty and qualified academic staff.

services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER17)

Analysis and Evaluation

Students in need of additional academic support are referred to peer tutoring by their course instructor. Peer tutors are students who previously received an A or B in the course in which they tutor. Peer tutors combined with supplemental instruction leaders provide academic support in the library/learning resource center. The College has strategically invested Basic Skills, Equity and Title V funds to expand academic support at the College resulting in an increase in the number of support hours used during the school year. (216)

Academic Support	Hours by Year			
	2012-13	2013-14	2014-15	2015-16
ACE South	3,771	4,040	5,452	7,140
Peer Tutoring	831	1,315	1,435	1,599
Supplemental Instruction	0	N/A	2,870	4,444

For students who prefer to receive assistance using an online platform, Smarthinking is available through the WHCL student portal. The hours and types of services vary from subject to subject and has increased significantly. Math students receiving assistance through Smarthinking communicate through live chat whereas students receiving help on writing essays submit their work and receive feedback via email within 48 hours. Smarthinking services are available 24/7. (217) For online reference support assistance, the library has also implemented a chat service and instant messaging feature during normal operating hours. (218)

Students needing one-on-one assistance from a classroom or supplemental instructor access services at ACE South. Since its inception ACE South students have incrementally increased use of lab services. In the fall 2012 students logged in a total of 1,781 hours of academic support, and in fall 2014 students accessed 4,167 service hours. There is documented evidence showing a significant increase in students accessing and using academic supports. (216)

Supplemental instruction (SI) leaders are assigned to English, ESL, Business, Computer Information Science, Math, and Spanish classes. SI leaders attend mandatory training (led by certificated instructors) at the beginning of each semester. (219) Training includes topics such as how learning occurs and instructional

strategies aimed at strengthening the student's overall academic performance. SI leaders are trained to act as group facilitators in collaboration with faculty to assist students in being independent learners. Students have the opportunity to practice course skills by attending an SI session with their assigned leader in ACE South. SI leaders also provide one-on-one assistance as needed. (219)

ACE North provides preparatory review sessions and workshops in English and math to assistance students in improving placement exam scores for eligibility into English and math courses. (220) GED preparation is also a feature of ACE North.

SARS (Scheduling and Reporting System) is used to record attendance and generate usage reports of all academic support services. SARS provides necessary data and information to ensure sufficient support for student success. (256)

The College has plans to implement some physical changes to the campus during the summer 2017. Plans will centralize all academic support services in the library. Consolidation of services is intended to create synergy and improve student success. (221)

II.B.2

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

Evidence of Meeting the Standard

The West Hills College Lemoore library is staffed by a fulltime certificated librarian along with qualified adjunct librarians at all times. Librarian paraprofessionals are encouraged to attend and participate in ongoing professional development activities (i.e., webinars, conferences, and graduate courses).

West Hills College Lemoore maintains up-to-date and relevant educational equipment and materials to support student learning in accordance with the college mission. Faculty and library personnel regularly communicate through email and committee structures to ensure library databases and resources coincide with curriculum. (186) In addition, under the collection development policy, items are added to the library based on reviews, publications, faculty and student requests, and reference material needs. (222)

Library collection development relies heavily on faculty/staff interaction. The librarian serves on a variety of campus governance committees and communicates informally with faculty in regards to course research and information requirements.

Reference questions are also used as a method of developing the materials collection. Reference transactions are handled both in person and online.

Academic support areas also use faculty and staff expertise in the selection and maintenance of educational equipment and materials. Aside from desktop computers, academic support uses training and tracking software to meet programmatic needs. A tutorials database on a variety of subjects is also available to students. (223) Distance education students have 24/7 access to online tutoring services. (217)

Analysis and Evaluation

In 2014, the Online Computer Library Center (OCLC) was purchased to replace Sirsi as a library management system to increase cataloging, acquisitions, and circulation functions. (224) The transition from Sirsi to OCLC improved collection development reporting allowing library staff to track and evaluate the circulations of subject specific areas within the collection. In the same year, library computer lab equipment and software were updated.

The College librarian along with other faculty are members of the College Technology Committee to support student learning. (225) Educational equipment and materials purchases are discussed by the Technology Committee before moving through the governance process for approval. The Budget Allocation Committee is another access point for the librarian to communicate library needs related to student learning. (42)

The budget request process is initiated by the library within the normal program review cycle every four years with a mid-term report at the end of the second year of the cycle. (84, 207) The librarian serves on participatory governance committees in order to have a clear line of communication with College administration. (226)

Library staff also serves on the Basic Skills Committee and Student Equity Plan writing committee. (50) Although currently not a member of the Academic Senate the librarian regularly communicates through the social sciences learning area Academic Senate representative regarding library concerns and initiatives. (209)

The Curriculum Committee has a curriculum review system and process to monitor new courses or programs ensuring appropriate learning resources to support the course or program are available in the library. There is a section on the course outline of record requiring the librarian verification of resources in order to verify relevant research materials are available and accessible to students. (186)

The librarian provides instruction on information competency to students and classes upon faculty request. During these instructional sessions the librarian provides information to students and faculty on how to access, identify, and use educational materials for a particular course and/or assignment.

During reference transactions, library staff members record questions and track whether or not the library had sufficient resources to meet student needs. (227) The current system is cumbersome and a more efficient system is being researched.

Academic support at West Hills College Lemoore consists of peer-to-peer tutoring in multiple subjects, supplemental instruction (SI) for a variety of courses, two Academic Centers of Excellence, North and South, and online 24/7 tutoring provided by Smarthinking. (179) Faculty and staff with support from the library select and maintain learning equipment and materials for these services. In order to better coordinate services these responsibilities were transferred to the dean of educational services in 2015. A full-time tutorial specialist has been added to increase services.

II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning

Evidence of Meeting the Standard

The West Hills College Lemoore (WHCL) library uses multiple methods to evaluate its programs, orientation workshops, and tutorial services. (228) Student learning outcomes assess orientation workshops and reference material contacts to substantiate whether services are effective in meeting the needs of students. (228) Circulation and database usage statistics are gathered on a regular basis to verify resource usage. (229) Library statistics are also gathered and tracked on the College portal. Statistics are reported to the Annual Data Survey at the California Community College Chancellor's Office. (230)

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

Analysis and Evaluation

The WHCL library/learning resource center conducts a program review every four years with a mid-term report at the end of the second year. (231, 232) With the addition of the new library management system Online Computer Library Center (OCLC) Worldshare, the library has the ability to track materials usage in a variety of reports. The library assesses materials usage data to maintain the collection and gauge which areas of the collection are in need of enhancement. The library submits an Annual Data Survey to the California Community College Chancellor's Office containing statistical usage reports, gate counts, expenditures, and numbers of reference questions. (230) These data help library staff determine program improvements. Informal discussions between teaching faculty and librarian add to ongoing collection development in subject specific areas. Selections are based on faculty expertise, monitoring of course assignments, library literature, and student reference requests.

Student learning outcomes are a component of program review and are used to evaluate and assess the services offered in the library/learning resource center. Student Learning Outcomes (SLOs) are generated for the library through orientation surveys, reference interactions, and user satisfaction surveys. SLOs are specifically designed to provide evidence of student learning and are adjusted in accordance to the SLO committee tracking cycle. SLOs are based upon the Association of College and Research Libraries (ACRL) Information Literacy Standards for Higher Education. (233)

Academic support services collect a variety of survey data on an annual basis to monitor student satisfaction. Data are collected by the Academic Centers of Excellence (North and South), Tutoring Center, and Smarthinking (online tutoring). These data are used to determine supplemental instructor and tutoring schedules, lab hours, funding levels, and to develop reports for grant funded activities.

II.B.4

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

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) is responsible for the security, maintenance, and reliability of library/learning resource center services. Library staff and faculty oversee security, maintenance, and services during all hours of operation. The District's Information Technology Services personnel are responsible for library computers, software, and printing

learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

maintenance and security. There are security gates located at the library entrance to monitor books and audiovisual materials tagged with magnetic security strips to avoid theft. All library doors have alarms and campus security regularly patrols the facility and surrounding area.

Library staff purchase databases at group rates through the California College Library Consortium and maintains membership with the Council of Chief Librarians. Contractual agreements with Online Computer Library Center (OCLC) and EZProxy (a single sign on service) ensure access to library materials are password protected and accessible to students and staff. These agreements are reviewed by the District's legal counsel, business office, and signed by the District deputy chancellor on an annual basis. (234)

Analysis and Evaluation

Before the subscription to and installation of EZProxy, access to research databases and materials required multiple steps for off-campus student access. (235) Now all students and staff have single sign-in access point to enhance accessibility to scholarly materials through the libraries subscription research databases whether conducting research on- or off-campus.

The California Community College Library Consortium (CCLC) offers WHCL the ability to buy subscription databases at a reduced rate. (236) These research databases are evaluated by usage statistics provided by CCLC. (237) There is a documented need to increase subject specific databases which has been identified through the program review process.

WHCL has an inter-library loan system in place with West Hills College Coalinga and California State University, Fresno to enhance access to materials for students and faculty.

The library maintains a service agreement with 3M for the security gates located at the library entrance to reduce theft and tally the daily door counts of patrons using the library. (238)

II.C.1

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

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) evaluates the quality of student support services through program review, assessment of program level outcomes, and evaluation of employees regardless of means of delivery or location. (207) All institutional support programs undergo a program review every four years with midterm review every two years to measure quality of services and student success. Program reviews are submitted to the Planning and Governance Council (PGC) for approval and recommendations. Additionally, program level outcomes are assessed every even numbered academic year to measure value of programs and identify areas of improvement for student success. Program Level Outcomes are reviewed by the Student Learning Outcomes Committee.

Student support services are accessible to students on and off campus. (6) Students have access to college policies and information including academic and student services programs through the WHCL website and student portal.

Students access services on campus and connect in-person with faculty, staff and administrators during consultation hours, by appointment, or drop-in. (239) Additional student support services are available in the library/learning resource center including research databases and e-publications, tutorial services, and supplemental instruction at the Academic Center for Excellence (ACE) South.

Students off campus access services either online through the college website and student portal, email, or by phone. Students have access to the library/learning resource center research databases, e-publications, and tutoring online through the WHCL portal. Students at the Lemoore Naval Air Station (LNAS) Center have an advisor on site for support and academic counseling. (240)

Analysis and Evaluation

WHCL student support services encourage learning and contribute to the mission of the College by providing support students need to complete certificates, associate degrees, transfer, and career pathways.

In 2015, the College participated in the Community College Survey of Student Engagement (CCSSE). The college earned

high scores from students in support for learners including “support to thrive socially, financial assistance to pay for college, and frequent accessibility to career counseling.” (241)

As part of the program review process, students complete surveys on support services. Additionally, students participate in Achieving the Dream focus groups to present feedback on their learning experiences for quality improvement.

In 2014, WHCL was designated an Achieving the Dream college. (36) Training was provided to faculty, staff, and administrators on how to conduct effective focus groups, analyze data, and implement changes for continuous improvement. (87) Student focus groups were conducted in 2014-15. Time management and financial resources were identified as the largest barriers to student success. Data also revealed students face academic challenges in math (74) and as a result the M³=Success Program was created in 2015-16 to provide a three-day orientation on Math, Money, and Minutes. In 2011, the Disable Students Programs and Services (DSPS) program review revealed registered students were not completing a required Student Education Contract (SEC). As a result, SEC was added as a reason code in Scheduling and Reporting System (SARS) Grid to improve tracking and identification of SEC completion. In 2014 the program level outcomes assessment cycle for DSPS found 85 percent of program students completed a SEC. (242)

The Financial Aid program review led to the dissemination of an early notification to students about required documentation for awards, which resulted in more students receiving an award in time for the first disbursement of the semester. (243)

WHCCD contracted with Civitas Learning to enhance the use of data analytics. Civitas will provide predictive regression analytics to indicate potential barriers to students achieving their academic goals and promote College-based interventions. It is anticipated that Civitas will be available to the College during the 2016-7 academic year. (244)

II.C.2

The institution identifies and assesses learning support outcomes for its student population and

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) has a process to identify and assess learning support outcomes for its student population. Each institutional support program conducts a program review every four years with a midterm review every two years to review quality of services and student success. (207) Program review

provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

coaches are assigned by the Institutional Effectiveness and Program Review Committee to support staff in completing reviews. In addition to individualized coaching, monthly technical assistance workshops are offered to maintain effectiveness of the program review process. (245) Staff examine previous programs and recommendations and gather data to gauge student support needs for program review. Completed reviews are presented to the Planning and Governance Council (PGC) for approval and recommendations.

Institutional support programs also assess program level outcomes every even academic year to improve student success and access to services. Program level outcomes are reviewed by the Student Learning Outcomes Committee. (62)

Learning support outcomes are developed by institutional support program staff (134) in adherence to the criteria established by the Student Learning Outcomes Committee. A minimum of three expected learning support outcomes specific to each program must be identified with assessments to measure quality, student success, and access to services. Evaluation of learning support outcomes are the responsibility of institutional support program staff under the oversight of the Student Learning Outcomes Committee. Assessment data and results are reviewed and used by instructional support program staff to plan and implement changes to improve student support programs and services.

Analysis and Evaluation

Assessment data are collected from individual student records, surveys, and Office of Institutional Effectiveness, Research and Planning reports. Assessment results are used to improve programs and identify service needs. (245) For example, the library revised its orientation to reinforce concepts in which students scored low on the post-test. Another example is the implementation of student account holds for CalWORKS program participants missing progress reports. Implementation of student account holds resulted in 94 percent of students submitting their documentation on time the following assessment cycle. (246)

The 2011 Educational Access and Learning Support program review identified the need for on campus mental health counseling. In fall 2014, the College initiated the DRAW (Depression Reduction Achieving Wellness) program. The program provides free, on campus psychological counseling to students. In order to increase continuous improvement through

II.C.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.

ongoing assessment, the College has developed a survey to determine the effectiveness of the DRAW program and services. (247) Evidence shows students have received individual counseling sessions and have participated in an “Assisting Students in Distress” workshop. (242)

Evidence of Meeting the Standard

The College ensures all students have equal access to student support services regardless of service location or delivery method. Services such as admission and records, counseling and advising, financial aid, and administrative staff are available to all students regardless of location or delivery modality. (154, 220) Students are able to access services on campus beginning at 7:30 a.m. to 5:00 p.m. and online through myWestHills portal 24 hours a day seven days a week. During peak times of the semester, student services extends hours to meet the needs of students. All buildings at West Hills College Lemoore are ADA compliant and the College works to ensure all online resources are Section 508 compliant.

Students off campus have access to support services online through the myWestHills portal, such as scheduling appointments, requesting transcripts, paying registration fees, reviewing grades, searching and registering for classes, and reviewing financial aid awards. (248) Additionally, students off campus have electronic access to counseling and advising through the “Ask a Counselor/Advisor” email correspondence service and through the online Scheduling and Reporting System (SARS). (249) West Hills Community College District is implementing Ellucian Tracker to provide online access to student education plans on the College portal. (250)

The library/learning resource center services are available to students both on and off campus. Students on campus may access the library/learning resource center from 7:30 a.m. to 8:00 p.m. Monday through Thursday and 7:30 a.m. to 4:00 p.m. on Friday. All students have access to the library’s electronic research databases and online tutoring through Smarthinking 24 hours a day seven days a week. (217, 239)

The West Hills Community College District (WHCCD) Help Desk is available by email or phone Monday through Friday from 8:00 a.m. to 5:00 p.m. for technical assistance such as resetting passwords or technology problems with the learning management system. (251)

The Bookstore provides both on-campus and online textbook purchasing for students. Book rentals are also offered through the campus bookstore to help reduce textbook costs for students. (252)

The College website provides access to the student portal, email, library, and other popular services with students, such as Career Café, I Can Afford College, and Salary Surfer. (253)

Analysis and Evaluation

Since 2012, 5,276 high school students have completed the West Hills College Lemoore student orientation, 5,667 have participated in English/math placement testing, and 4,520 have received educational planning services at 16 local high schools. The online orientation was revised in August 2015. Since the upgrade, 1,022 students have completed the orientation online. (254)

Since 2013-14, WHCCD students have participated in 2,330 online tutoring session using Smarthinking. (255) During peak registration times, Student Services extend office hours on Monday through Thursday evenings the week prior to and the first week of the fall and spring semesters. (256) In 2014-15, 1,088 students were provided counseling and advising during peak registration periods. (257) West Hills College Lemoore is a pilot college participating in online counseling through the Online Education Initiative.

The High Technology Access Center (HTAC) has a site license for the assistive technology software Kurzweil (text to speech software) available to all students. Kurzweil software has been provided to over 200 students to date.

II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) co-curricular and athletic programs augment the institution's mission and contribute to the social and cultural dimensions of students' educational experiences. Campus student organizations are provided oversight by the Associated Student Body, such as American Sign Language Club, Eagle Pantry (fighting food waste and hunger on campus), Go Green! (peer-to-peer information sharing about environmental issues), Mission Possible Club (promote awareness about disabilities), and Multicultural Club. The diversity of co-curricular and athletic programs enrich the lives of students through community and campus service activities. (258)

experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including finances.

Each co-curricular program is sponsored by a faculty member to ensure educational policy and integrity standards are upheld by student organizations and at their events. All clubs are required to have a constitution and bylaws approved by the Inter-Club Council led by the Associated Student Body. New clubs must be approved by the Inter-Club Council. The Inter-Club Council meets monthly with representatives from all clubs and is chaired by the Associated Student Body president and overseen by the dean of student services. It is ultimately the responsibility of the faculty club advisor to manage the day-to-day operations and finances of the clubs and athletic programs they sponsor or oversee.

Associated Student Body members serve on College participatory governance committees giving students a voice in college administration and keeping with the mission of the College. (259) A student trustee sits on the Board of Trustees and College participatory governance committees with full discussion rights to represent the student body. College student leaders also meet monthly with the College president to discuss activities, issues, and/or needs of the student body. Additionally, the dean of students has an open door policy with student leaders in order to best facilitate student development and excellence in student-driven activities on campus. The Associated Student Body president and representatives are welcome in the dean's office for assistance or support at any time. In addition, students organize, operate, and publish the *Eagle Eye* (college newspaper) and *Kaleidoscope* (art and literary book) which are venues for student leadership and empowerment. (260)

The College Leadership Academy trains prospective student leaders annually each summer at a retreat which was initiated in response to a recognized lack of preparation by incoming student leaders. (261) Since its inception the academy served approximately 70 students in 2014, 2015, and 2016. Beginning in fall 2016, the Academy was expanded to include monthly leadership trainings with 30-40 students participating in each session.

WHCL sponsors eight intercollegiate sport programs throughout the academic year: men's and women's cross country, men's and women's golf, men's and women's soccer, women's basketball, and men's wrestling. (262) Athletic programs are reviewed through program review and program level outcomes processes. Intercollegiate sport programs adhere to the codes, policies, procedures, and bylaws established and administered by the

California Community College Athletic Association (CCCAA), the WHCCD Board of Trustees (Board Policy 5700 Intercollegiate Athletics), State Education Code 67360-67365, and Federal Register of Title IX. (263) The athletic program is under the control of the College, including financial support.

Most intercollegiate athletics programs compete in the Central Valley Conference. A unique feature of the Central Valley Conference is to conduct an annual mandatory training summit for all of its athletic staff including coaches, assistants, athletic directors, college presidents, eligibility specialists, and athletic trainers. The fall 2016 Central Valley Conference Summit, hosted by West Hills College Lemoore, attracted over 250 athletic-related participants.

Analysis and Evaluation

Each semester the college hosts cultural diversity events in collaboration with student organizations. Student clubs help plan and coordinate campus activities and speakers. (264) For instance, events such as Operation Awareness, which informs the public about individuals with disabilities, was planned, coordinated, and received direct support from the Mission Possible Awareness Club.

In 2015, the student body became its own Associated Student Body (ASB) for the first time after existing as a Student Government Association under the sister college. When questions regarding the formation of an Associated Student Body constitution were brought forward, issues were communicated to the College president who worked directly with the Student Government Association. The Student Government president, serving as the student trustee, communicated directly with the Board the main points of the new constitution to increase awareness of the process that resulted in the creation of the new association. The Board subsequently provided comments and voted to approve the ASB designation for the students of West Hills College Lemoore. When the ASB president termed out as a student trustee, the Board members each commented on the positive effect the process had on student relations with the Board.

In addition, WHCL student athletes excel in the classroom. In 2015 the College athletic program had six students recognized for achieving exceptional results in the classroom. Women's basketball had four members on the 2013-2014 team named Academic All-State Award winners, and for the past two years the

men's soccer team had students receive national Scholar All-America Awards. In 2012 the wrestling team tied the State record with seven student athletes named Academic All Americans. The academic success of WHCL athletes has translated to high transfer rates for these students. (265)

II.C.5

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

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) provides counseling and advising services to support student development, success, and ensure students receive timely, useful, and accurate information. (266) The College currently employs eight full-time counselors, two part-time counselors, and seven full-time advising specialists. Counselors and advising specialists are located throughout the campus and support programs such as Extended Opportunity Programs and Services (EOPS) which includes Cooperative Agencies Resources for Education, California Work Opportunity and Responsibility to Kids (CalWORKs), Disabled Students Program and Services (DSPS), Transfer and Veterans.

The College adheres to West Hills Community College District (WHCCD) Board Policy 5050 (Student Success and Support Program). The core services of Student Success and Support Program (SSSP) are offered to all WHCL students to promote development and success. (267)

All students are assigned to a Student Success Team (SST) based on their program of study. The SST is responsible for confirming students receive SSSP core services and meet academic goals as recorded in Student Education Plan (SEP). (268) The SST is comprised of at least one counselor, advising specialist, student services technician, financial aid assistant, and an administrator. (269) SST counselors host on-campus orientations, meet with students to complete a SEP, and provide academic follow up for students on academic and/or progress probation. SST counselors also respond to Early Alerts received from instructional faculty regarding student success concerns ranging from excessive absences to jeopardy of failing.

Prospective students at feeder high schools receive similar SSSP services to aid in their future development and success at WHCL. (270) Advising specialists conduct placement testing, orientations, and prepare Abbreviated Student Education Plans with high school seniors. These services are completed to prepare students for the College Eagle Dayz event in April each year. On Eagle Dayz, students who have participated in SSSP services

receive early registration rights and come to campus to register for classes and receive additional information about the College and strategies for success.

WHCL prepares counselors and advising specialists to advise students using multiple approaches and tools. New hires shadow seasoned staff over a period time deemed appropriate by the administrator and new hire. (271) Administrative staff review the Student Services Handbook with new hires during their first year of employment. The Handbook outlines the job description, roles, and competencies expected for student services personnel. (272) Counselors and advising specialists attend local, state, and national conferences annually for skill enhancement.

Counseling faculty establish standards and adopt best practices to guarantee students are receiving consistent, useful, and timely information regarding academic requirements, including financial aid, tuition, and graduation and transfer requirements and policies. (169)

The Counseling learning area along with advising specialists meet monthly to review and disseminate academic requirements and information. (273) Representatives from local four-year universities periodically attend learning area meetings to share accurate and useful information on transfer requirements with counseling staff for student dissemination. (274) All student services personnel meet periodically throughout the year at Mega Meetings. These meetings provide an opportunity to inform student services personnel including counselors and advising specialists on changes to policies and practices so students are provided with accurate and timely information.

Counselors attend instructional learning area meetings respective to their SST assignment. (275) Instructional and counseling faculty exchange information about programs, transferability, general education, and graduation requirements to ensure students are provided with accurate and useful information. Counselors also sit on various college committees, such as the Curriculum Committee and Basic Skills Initiative Committee, to further exchange timely and accurate information to students. (276)

Analysis and Evaluation

Since implementation of the SSTs and intensive high school advising, the percentage of SEPs completed has increased by 43 percent from 2011-12 to 2015-16. (277)

Counselors host in-person orientations at the beginning of each semester. (278) Counseling faculty have created a presentation template to ensure all eight mandated components of the SSSP are covered during SST and categorical program orientations. In summer 2015, the online orientation was revised into a user-friendly format to enhance student engagement. By mid-fall 2015, 817 students completed the orientation with half completing it online. (279)

The counseling office has the capacity to support more students in the future in part to the hiring of a full-time transfer counselor in 2016. This position will support students in receiving accurate information pertaining to transfer policies and requirements. (257) WHCL is also piloting online counseling through the Online Education Initiative.

Student Services Personnel Trainings are continuously offered to ensure students are receiving accurate, timely, and useful information to meet institution-set standards for student achievement and success.

II.C.6

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

Evidence of Meeting the Standard

The College practices an open access admission policy consistent with West Hills Community College District Board (WHCCD) Policy 5010 (Admission and Concurrent Enrollment). (280) The admission policies and specific program requirements are available in the catalog and on the College website. (6)

West Hills College Lemoore (WHCL) applies various methods in advising students on pathways to degree and certificate completion and transfer. (6) The College catalog includes information on academic programs and requirements to graduate and transfer. The catalog is available in hard copy at no cost to the student and online on the College website. (281) The College website also provides information on academic and vocational programs with links to educational planning tools for transfer. Students have access to documents outlining general education and transfer curriculum patterns (Intersegmental General Education Transfer Curriculum and California State University General Education-Breadth) in the Administration Building. Online students have access to similar information in the online Catalog.

Student orientations encompass components mandated by the Student Success and Support Program including educational

planning. Counselors and advisors meet with students regularly to complete abbreviated and comprehensive Student Education Plans (SEP). (282) Courses such as Interdisciplinary Studies 1 (College Success) and Interdisciplinary Studies 55 (Ensuring Successful Academic Progress) review College academic programs and requirements. Students enrolled in these courses complete a SEP.

WHCL also employs an online system to assist students with degree, certificate, and transfer pathways. (283) Academic Tracker software allows students to independently track their progress toward academic goals and is accessible through the WHCL student portal.

Analysis and Evaluation

WHCL has adopted and adheres to admission policies consistent with the College mission specifying student qualities appropriate for its programs.

In 2015 the College started a campaign titled “15 and 4 in 4.” (168) The campaign encourages students to register for 15 units every fall and spring semester to graduate and/or transfer in four semesters. This campaign is supported through four counseling contacts during a student’s enrollment at WHCL. (169) The Counseling Learning Area maintains service standards for all academic counseling appointments. Abbreviated and comprehensive education plans are provided at appointments one and two.

As of 2016, WHCL has 14 Associate Degrees for Transfer (ADTs) to facilitate student transfers into the California State University (CSU) system. (193) The College also has educational pathways outlining required courses and offerings for associate degrees. (284) Since spring 2014 instructional faculty and counselors have collaboratively worked together to develop clear educational pathways leading to certificates and degrees. Educational pathways are shared with educational administrators for managing enrollment management and strategic scheduling. (285) College efforts have been aligned with the District initiative REG 365 which provides students the opportunity to register for classes for an entire academic year. These efforts support students towards clear pathways degree and certificate completion, and transfer. Collaborative efforts between the College and District (e.g., automated certification, Achieving the Dream network and data usage, and development of student success teams) has led to

an increase in the percentage of students graduating with a degree or certificate by 57 percent in 2015-16. (9, 141)

The College has purchased Inspire for Advisor through Civitas. (244) The software provides predictive data analytics to improve student success. (257) The College is also a pilot school for online counseling through the statewide Online Education Initiative. These new initiatives will provide greater access to students in receiving advising timely and accurate information about degree, certificate, and transfer pathways.

II.C.7

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

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) uses the statewide CCCApply for admissions applications, which was updated by the California Community College Chancellor's Office in 2014. The application is available in Spanish and accessible online through the college website. (286)

WHCL uses the College Tests for English Placement (CTEP), Mathematics Diagnostic Testing Project (MDTP), and the Combined English Language Skills Assessment (CELSA) as course placement instruments. (287) Each of the placement tools are approved by the California Community College Chancellor's Office and validated using the Standards, Policies, and Procedures for the Evaluation of Assessment Instruments by California Community Colleges. (288) Placement testing is offered year-round by appointment in the Career Café. Placement tests are administered electronically and in a paper format. Disproportionate impact studies are conducted on a regular cycle as noted in the College Student Success Support Program Plan. English and math faculty work with counseling personnel to review placement test cut scores on a regular basis. (290) Multiple measures are being evaluated and planned to ensure students are appropriately placed into correct academic courses for their skill level. Additionally, discussions take place between counselors and faculty from both colleges within the district to assure consistency in placement measures districtwide.

Analysis and Evaluation

English placement test cut scores were revised in 2014. Math placement test scores were revised in 2015. (289) A Placement Test Taskforce was established in 2015 to address issues that may impede access and efficiency for students. An immediate duty of the taskforce was to identify a new computerized assessment and

placement programs liaison to revise and update cut scores. (290) WHCL will begin implementation of the California Community College Chancellor's Office common assessment, CCCAssess, in 2018.

II.C.8

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

Evidence of Meeting the Standard

In accordance with the West Hills Community College District (WHCCD) Board Policy 5040 (Student Records, Directory Information, and Privacy), student electronic and paper records are permanently and securely maintained by the WHCCD Admission and Records Office. (291) Electronic records are secured using the Colleague computer management program and is password encrypted requiring pre-approved access. Electronic student records are saved and backed up by WHCCD Information Technology Services (ITS) every two hours. Hard copies of student records are retained in locked filing cabinets in restricted areas on campus. Access to hard copies are limited to authorized student services personnel. Student records are also preserved in an electronic imaging system, On Base, which is password encrypted with pre-approved access required. (6) West Hills College Lemoore (WHCL) publishes policies for the release of student records in the College catalog and website. WHCCD policy, Administrative Procedure 5040 (Student Records, Directory Information, and Privacy) outlines the release of student records criteria and process including student rights with respect to their educational records. (292)

Analysis and Evaluation

WHCL maintains student records, both electronic and hard copy, in secure locations. Electronic records are backed up regularly. WHCL follows established, published policies for release of student records. (293) All WHCCD faculty and staff are required to undergo Family Educational Rights and Privacy Act training.

STANDARD III

Resources



Standard III: Resources

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Associate Dean of Categorical Programs

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Elva Torres

Classified, Senior Secretary

Standard III

III.A.1

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

Evidence of Meeting the Standard

West Hills Community College District (WHCCD) assures the integrity and quality of programs and services by employing qualified administrators, faculty, and staff with appropriate education, training, and experience. The WHCCD maintains policies and procedures on recruitment/hiring criteria, employment qualifications, interview procedures, and personnel selection including: Administrative Procedure 7120 (Recruitment and Selection), Administrative Procedure 7210 (Employment of Academic Employees), Administrative Procedure 7211 (Faculty Service Areas, Minimum Qualifications and Equivalencies), Administrative Procedure 7230 (Employment of Classified Employees), Administrative Procedure 7240 (Employment of Confidential Employees), Administrative Procedure 7250 (Employment of Educational Administrators), and Administrative Procedure 7260 (Employment of Classified Managers). (294, 295, 296, 297, 298, 299, 300, 317) All faculty and staff are required to meet education and/or experience requirements as designated by the California Community College Board of Governors, California Education Code, California Academic Senate, and WHCCD policies and procedures. (304) A major consideration of the District is to employ individuals with an understanding of, sensitivity to, and respect for the service area and diverse student population. The WHCCD ensures all job descriptions relate to the institutional mission, goals of the College, and accurately reflect the position duties, responsibilities, and level of authority. All job descriptions are reviewed by the District office of Human Resources for position updates prior to posting a job announcement.

Analysis and Evaluation

All job descriptions are reviewed for accuracy by the hiring manager and/or the collective bargaining units as appropriate prior to posting positions. All changes to faculty and classified job descriptions are subject to negotiations with the union as applicable (i.e., California Faculty Association or California School Employees Association).

A component of the employment screening process is a formal interview with candidates who meet the minimum job qualifications. The interview committee is comprised of a hiring manager/administrator and other members required by the

administrative procedure of the applicable employee classification. (294) Interview questions are developed to assess a candidate's experience, knowledge, and skills specific to the duties of the position including the candidate's history previous experience in working with culturally diverse student populations. (365)

The director of human resources, located at the District Office, is responsible for reviewing minimum qualifications and salary placement of potential employees in the District.

III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution.

Evidence of Meeting the Standard

West Hills Community College District verifies that full-time and part faculty members hold appropriate degrees, professional experience, and discipline expertise in alignment with the College mission. Each potential candidate performs a teaching demonstration for the Interview Committee. (366) The Interview Committee may require a writing sample and/or other display of qualifications (e.g., performance, portfolio, etc.) as appropriate for each position. Criteria for teaching demonstrations, writing samples, and other displays of qualifications are developed by discipline and learning area faculty serving on the Interview Committee.

Applicants for full-time and part-time faculty positions are reviewed by the District office of Human Resources prior to administering an interview to determine if minimum levels of education and/or professional experience have been met. Minimum employment qualifications are established by District policies and procedures, California Community College Board of Governors, California Academic Senate, and California Education Code regulations.

Candidates who do not directly meet employment criteria, may request a review of their qualifications by the campus Equivalency Committee. (324) Under the auspices of the College Academic Senate, the Equivalency Committee is chaired by the Academic Senate vice president and is composed of full-time faculty with content area expertise plus the College vice president of educational services. (324) Equivalency Committee documents and decisions are forwarded to the director of human resources, who serves as a standing committee member, to certify review procedures were followed in accordance with local policies, procedures, and the law. The Equivalency Committee uses information provided by the candidate to establish if sufficient

academic preparation and/or experience are equivalent to the minimum qualifications necessary for the job being applied for by the candidate. If the Equivalency Committee determines the candidate has met the minimum qualifications through equivalency, the candidate is eligible to be recommended by the office of Human Resources to the Interview Committee. The College vice president of educational services and/or the vice president of student services along with the director of human resources review faculty job descriptions for accuracy and relevance prior to posting vacancies. Job descriptions for teaching faculty include maintaining curriculum in the subject area and assessing and analyzing student learning outcomes. (301)

Analysis and Evaluation

Each full-time and part-time faculty member, prior to hire, is evaluated on discipline specific knowledge and competency by the College Interview Committee. Faculty minimum qualifications are addressed in Administrative Procedure 7211 (Faculty Service Areas, Minimum Qualifications and Equivalencies). (302) As a part of the hiring process, each teaching faculty member, whether full-time or part-time, is required to provide a teaching demonstration, writing sample and/or other display of proficiency qualifications as stipulated in Administrative Procedure 7210 (Employment of Academic Employees). (294, 374) District job descriptions include duties, responsibilities including development and review of curriculum and completing student learning outcomes assessments, and minimum qualifications (Administrative Procedure 7215 Faculty Responsibilities). (303)

III.A.3

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

Evidence of Meeting the Standard

West Hills Community College District Board Policy 7210 (Employment of Academic Employees) and Board Policy 7215 (Faculty Responsibilities) assure administrators and other employees responsible for education programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. (294, 303) All academic administrators and employees are required to meet minimum education and experience qualifications as designated by California Education Code, California Community College Board of Governors, California Academic Senate, and West Hills Community College District.

Full-time academic employees regularly attend professional meetings and conferences to maintain a high level of competency

in assigned areas of responsibility and foster college effectiveness. Faculty and staff learn about best practices for increasing student success. For example, English faculty designed and implemented English co-requisites in fall 2016, based on information they obtained in their participation in such workshops. Faculty have also attended and participated in Closing the Gap, Essential Elements, open education resources, and Achieving the Dream conferences and workshops. In addition, the dean of educational services attends the California Community College Association of Occupational Education conference biannually, along with faculty and staff in career technical education areas.

Analysis and Evaluation

Board Policy 7250 (Employment of Educational Administrators) outlines the minimum qualifications for academic administrators. Recruitment of educational administrators and those who oversee educational programs and services require applicants to meet the minimum qualifications to be considered for advancement in the recruitment process. (298)

III.A.4

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

Evidence of Meeting the Standard

West Hills College Lemoore hires faculty, administrators, and other employees that meet or exceed the minimum requirements (i.e., education, training, and experience) established by the California Community College Board of Governors, California Education Code, West Hills Community College District Board, and the California Academic Senate. The office of Human Resources requires official transcripts from all certificated position applicants. All applicants go through a rigorous evaluative and screening process by the District office of Human Resources to ensure transcripts and degrees are valid and from recognized U.S. accredited institutions.

Analysis and Evaluation

As outlined in Administrative Procedure 7211 (Faculty Service Areas Minimum Qualifications and Equivalencies), all candidates are screened by the office of Human Resources for verification of minimum qualifications. Candidate transcripts and degrees must be from U.S. accredited institutions and validated by human resources in order for an application to be forwarded to the Interview Committee. In cases where applicants do not meet minimum qualifications or if the transcripts and/or degrees are from a non-U.S. accredited institution, the College's Equivalency

Committee (under the auspices of the Academic Senate) will review applicant transcripts to determine if equivalency should be granted. The human resources director serves as a standing member on the Equivalency Committee to certify proper protocols and procedures are followed during the review process. (323, 324)

In determining equivalency for candidates with degrees from non-U.S. institutions, the office of Human Resources requires all candidates to submit an evaluation of their transcripts showing U.S. degree equivalency. The evaluation must be completed from a recognized institution that performs appraisals.

III.A.5

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

Evidence of Meeting the Standard

The District office of Human Resources is responsible for notifying and tracking performance evaluations of West Hills Community College District employees. Performance evaluations provide employees with performance strengths and weaknesses, and include suggestions for areas in need of improvement as well as recognition of good work. The overall goal of personnel evaluations is to maximize efficiency in the workplace and provide a profile of performance and insights of organizational effectiveness. Administered properly, a performance evaluation provides the employee with areas to develop and acknowledgement of exceptional performance.

The College evaluates personnel systematically at regular intervals according to an evaluation schedule maintained by the District office of Human Resources. Evaluation protocols and timelines vary by position (e.g., administrator, classified management, tenured full-time faculty, non-tenured full-time faculty, part-time faculty, and classified staff). (306)

The evaluation process for confidential and classified management employees including administrators is established in Board Policy 214 (Confidential and Management Evaluation). (305) Each administrator completes an annual written self-assessment of their performance over the previous year and creates a set of personal and professional goals for the coming year. The administrator's supervisor is responsible for submitting a written evaluation of the administrator's performance and discusses results with the individual before forwarding the appraisal to the College president and District chancellor for review. (367) Once the supervisor, College president, and District chancellor sign the document, the evaluation is filed in the

*formal, timely,
and documented.*

administrator's personnel file in the District office of Human Resources.

All full-time faculty are formally evaluated by procedures detailed in the Collective Bargaining Agreement between the West Hills Community College District and West Hills College Faculty Association. (308) Tenured faculty members are evaluated at least once every three years. Non-tenured faculty are evaluated annually beginning in their first year of employment for four years until tenure is granted, then every three years thereafter. (306, 308)

The Evaluation Committee appraising faculty consists of the direct supervising administrator and two full-time faculty appointed by the Academic Senate. (375) Faculty evaluations employ observations and input from committee members, student evaluations, and self-evaluation. (368) Evaluation templates are used and designed to highlight positive and negative aspects of performance. (308, 310)

Upon implementing a faculty evaluation, a pre-observation meeting with the Evaluation Committee and faculty member being assessed is held to define the goal, format, and timeline of the evaluation process. (366) Each member of the Evaluation Committee completes an observation of the faculty member in the classroom or assigned setting for at least an hour. (369) The faculty member is also assessed by students through a survey, and submits professional development goals/plans on a self-evaluation form. (370) A post-observation conference is held with the faculty member and the Evaluation Committee to discuss results of all three assessments. Post-observation meetings include a review and discussion of all evaluation components by the Evaluation Committee, faculty strengths and weaknesses, and plans to improve weak areas. The educational administrator summarizes the results of the process and discusses the narrative with the faculty member and peer evaluators during the post-observation meeting. All documentation is signed and reviewed by the appropriate College administrative evaluator. (372, 373, 375) Copies of the evaluation are provided to the College president for review.

Part-time faculty are not part of the Collective Bargaining Agreement but participate in an evaluation process similar to full-time faculty. Administrators use an evaluation instrument to assess part-time faculty performance. (321) Part-time faculty members at a minimum, complete an annual self-evaluation which

includes student evaluations. More comprehensive evaluations occur on a staggered schedule which includes a classroom visit and review of syllabi, exams, and student evaluations plus a post observation meeting with the instructional administrator to discuss results. All documentation is reviewed by the vice president of educational services and placed in the part-time faculty member's personnel file in the District office of Human Resources.

The evaluation procedure for classified employees is described in the Collective Bargaining Agreement between the West Hills Community College District and the California School Employees Association (CSEA). (308) The supervisor evaluates classified employees three times during the first year of employment at 4, 8, and 12 months then annually for four years, and once every three years thereafter. (306, 307) The evaluation form is completed and discussed with the employee before being placed in their personnel file in the office of Human Resources.

Analysis and Evaluation

In 2013, the West Hills Community College District Faculty Association contract was revised to include a more comprehensive peer evaluation process. (308) The new evaluation form was modified to include materials review, classroom observations, behaviors, faculty and student rapport, professional expertise, and responsibilities outside of classroom instruction (student learning outcomes, curriculum, committee assignments, and professional development). Academic administrators and faculty met to inform all parties about the new process and forms to establish norms for consistency in the evaluation process. The vice president of educational services and a faculty leader from the college facilitate the discussion. (372)

In 2016, the Faculty Association Contract was again revised to include a counseling/non-instructional team evaluation form and a librarian team evaluation form. (369) These forms provide for more comprehensive evaluation process of counselors and librarians. The processes for evaluating College personnel (full-time and part-time faculty, staff, managers, and administrators) are well established, detailed, and comprehensive. The established criteria, timelines, and procedures follow contractual requirements and West Hills Community College District policies and procedures.

III.A.6

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

Evidence of Meeting the Standard

Educational administrators and faculty are responsible for measuring and assessing student learning. Instructors use student learning outcomes (SLOs) to assess student progress and understanding of course objectives to develop curricula and modify instructional approaches. The development and ongoing assessment of course and program SLOs are appraised in performance evaluations.

Faculty are evaluated on their participation in the student learning process including development and assessment of SLOs. In fall 2016, the Report of Confidential/Management Staff Evaluation was modified to include how administrators use learning outcomes assessments to improve teaching and learning. (369)

The Student Learning Outcomes Committee coordinates the various efforts on campus to create, assess, and implement student learning, programs/services. Discussions on the use of assessments to improve teaching and learning occur at Student Learning Outcomes Committee meetings as well as various professional development workshops. Participation in these workshops and meetings are included in the faculty evaluation.

Analysis and Evaluation

Significant findings including strengths and weaknesses are documented in faculty evaluations. Student success, retention, and student learning outcome assessment results are reviewed and discussed in instructional post-observation meetings with administrators and peers. In addition, SLOs are discussed during various campus workshops and activities, such as Innovate Days, Professional Development Days, Flex Days, and Teacher Trade n' Talk, among discipline faculty and counselors with the intent of improving teaching and learning. (245)

For example, West Hills College Lemoore hosted a faculty institute in the summer 2016 called the Summer Faculty Institute. Sixty two individuals participated in all day activities at least one of the four days. The institute featured hands-on, interactive, project-based workshops to help faculty develop materials and engage in best practices to enhance student learning. Representative session topics included increasing data and communication, curriculum design, math success planning, cultural literacy and equity, English intervention, English co-

requisites, and best practices for implementing Canvas (the College's Learning Managing System). (166)

III.A.7

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

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) deputy vice chancellor annually monitors and reports the District full-time teaching faculty obligation number (FON). The FON is a measure to determine if the WHCCD is providing sufficient numbers of full-time faculty in relationship to student enrollment based on California Community College Chancellor's Office analytics. Historically, WHCCD has consistently exceeded the state required FON. If the FON is not met then the District initiates a process to acquire input from both District colleges on possible faculty positions to be considered for hire. West Hills College Lemoore currently employs 43 full-time faculty towards the District FON; counselors and librarians count towards the FON value. (376) Part-time faculty do not count towards the FON and are employed by the College on an as-needed basis.

Faculty staffing needs are determined and planned by the College through the program review process, budgetary processes, and input from the Academic Senate. Requests for new and/or replacement faculty positions are submitted by faculty to the applicable Area Budget Committee. The Budget Allocation Committee reviews and prioritizes requests from the Area Budget Committees and communicates priorities to the Planning and Governance Council. The Planning and Governance Council reviews priorities and makes recommendations to the College president. The College president reviews the prioritized list with the Executive Cabinet before forwarding recommendations to the District chancellor. The District chancellor submits his recommendation to the Board of Trustees. (42)

The College only employs faculty, staff, and administrators who meet or exceed the minimum qualifications and job requirements as determined by the California Community College Board of Governors, WHCCD policies and procedures, California Education Code, and California Academic Senate. When an applicant fails to meet minimum requirements, the District accesses academic preparation or experience by equivalency.

Analysis and Evaluation

The District has adopted procedures and policies for the recruitment of qualified faculty and personnel. All personnel who

are prospects of becoming employees of the District are screened and interviewed prior to initial hire.

Instructional Administrators ensure that full-time faculty assignments meet a full-time load each semester. Each full-time faculty member and administrator is listed by title in the College catalog, and degrees held by each individual are listed as verified by the office of Human Resources. (6) Adjunct faculty are assigned to fulfill faculty obligations in instructional areas lacking sufficient full-time faculty.

Although the College has a process for prioritizing new faculty hires, the College acknowledges that the existing process needs to be refined to warrant resource allocations for new faculty to better connect to the College mission, program review assessment, and strategic planning. As such, the Budget Allocation Committee has modified budget request worksheets, and the Academic Senate is developing a process involving a rubric to prioritize new faculty position requests. The College is addressing resource allocation and planning in its Quality Focused Essay.

III.A.8

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

Evidence of Meeting the Standard

West Hills College Lemoore examines the effectiveness of part-time faculty through regular evaluation cycles. (321) In addition, part-time faculty attend a College orientation each fall term, join in professional development opportunities throughout the year, assess and analyze student learning outcomes, and participate in campus activities (i.e., Innovate Summer Institute.). (III. 22)

Analysis and Evaluation

A part-time faculty orientation occurs every fall semester at the College campus. During orientation, information is presented regarding instructional responsibilities, instructional technology, best practices, student learning accommodations, and District and College procedures. For faculty beginning their teaching duties during the spring or summer term, one-on-one orientations are provided by the Office of Educational Services staff.

Part-time instructional faculty complete an annual self-evaluation. Within the first year of hire, part-time faculty go through a comprehensive evaluation by the appropriate instructional administrator. Administrators use a part-time faculty evaluation instrument to assess performance which includes a classroom observation, student evaluations, self-assessment, and a classroom

materials review. Upon completion of the evaluation a recommendation is made by the instructional administrator to continue a regular evaluation schedule, re-evaluate the following semester, or continue evaluation during the current semester.

(321) Full-time faculty assist in classroom observations of part-time instructor evaluation as needed.

Part-time counselor evaluations are similar to the full-time counselor evaluation process. A team comprised of two peers and the vice president of student services holds a pre-observational meeting to discuss the conditions, time, and nature of the observation. Part-time counseling faculty are observed for minimum of 50 minutes and student surveys are utilized to measure job performance. A post-observation meeting is held to discuss results and sign a similar evaluation form used to evaluate full-time faculty. The evaluation process is completed within 25 days. This is the first year of implementation. Part-time counselor evaluations are scheduled to be completed annually. (322)

Part-time faculty are encouraged and are compensated (when applicable) to participate and attend professional development activities. For instance, the College Teacher Trade-n-Talk and Innovate Summer Institute are regularly attended by part-time faculty. (377) Part-time faculty also participate in District professional development activities such as learning management system (Canvas) training. (378) Off-campus professional development opportunities include attendance at conferences and workshops throughout the region and state. Recently two part-time faculty took students to Grand Canyon University in Phoenix, Arizona for the purpose of encouraging the pursuit of baccalaureate degrees. (379) Also, part-time counselors frequently attend learning area meetings with full-time faculty.

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative

Evidence of Meeting the Standard

West Hills College Lemoore has an organizational structure that provides adequate administrative capacity to support the College purpose and mission. The College currently has 13 administrators and shares one administrator with West Hills College Coalinga—the District Director Health Careers and Nursing. In addition, the District has an administrator who oversees the Child Development Centers on both campuses. Two of the child development centers are located on the West Hills College Lemoore campus. The College employs 43 full-time faculty, approximately 112 adjunct faculty, 45 full-time classified, and 21 part-time classified employees. (325)

operations of the institution. (ER 8)

West Hills Community College District has several centralized functions, such as business services, human resources, information technology services, foundation, grant development, and marketing. The District Office provides staff to support these functions who reside at the District Office.

All employees are interviewed and must meet minimum qualifications and requirements established by the WHCCD Board of Trustees, California Education Code, and/or the California Board of Governors as applicable.

Physical resources at the College are managed by a director of maintenance and operations. The director of maintenance and operations reports directly to the College president.

Staffing needs are identified through the program review process and strategic planning and recommendations are forwarded through the College budget process or Academic Senate depending on the position request. The College president receives recommendations for new positions from the Planning and Governance Council then takes recommendations to the District Chancellor via the Chancellor's Cabinet. A recent example of this process was the hiring of a full-time transfer counselor.

Analysis and Evaluation

Although there is a process in place for departments to request new positions, the College recently identified a need to ensure position requests by institutional support programs (non-instructional) directly tie to the College mission, strategic planning, and program review. Institutional support (non-instructional) programs have been implementing the same program review process as instructional programs, making it challenging to assess accurate staffing in those areas. For example, in 2016 maintenance and operations completed a program review, with requests for additional staffing. However, these requests did not tie directly to student learning outcomes to support student learning and achievement to warrant funding. Therefore, the Institutional Effectiveness and Program Review Committee is revising the program review process for institutional support areas to incorporate area unit outcomes (AUOs) in lieu of student learning outcomes. AUOs will include such measures as: 1) size and scope: outcomes related to the level or volume of operations, 2) efficiency: outcomes related to time or money spent per person or activity, or 3) effectiveness: outcomes related to quality or quantity of output. (326) These AUOs will be used in

program review as metrics for assessing staffing needs in institutional support, which will help better connect staffing requests to the mission and strategic plan.

III.A.10

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

Evidence of Meeting the Standard

The College currently has 13 administrators with one shared with West Hills College Coalinga (District Director Health Careers and Nursing). There are 13 administrators at the District Office who support functions of the College, including technology, human resources, grant-writing, finance, marketing, and the foundation. The District has one administrator to oversee the Child Development Centers at the colleges.

In 2008 the college experienced budget cuts, and through attrition, three administrative positions were not replaced. The college is slowly reallocating resources to fill the vacant positions as the budget allows. For instance, when the College athletic director retired in 2011, the college did not replace the position and assigned the duties to a faculty member through release time. In September 2016, the college hired a full time associate dean of athletics, with responsibilities for directing athletics.

The institution provides effective administrative leadership supporting the mission through governance and planning groups, college councils, leadership committees, and strategic planning activities. College and District administrators are encouraged to attend off-campus professional development opportunities, such as affiliated professional associations and groups. Administrators participated in fifty-one training opportunities in 2015-16. (380)

Analysis and Evaluation

Traditionally, administrator turnover at the College is low, and administrative positions have been adequate to support the institutional mission. However, when a few administrators retired during the 2008-9 budget cuts, the positions were not replaced, creating administrative vacancies in maintenance and operations, athletics, and career and technical education. Two of these positions were filled in 2016.

The College ensures that administrators have the proper qualifications through its hiring processes validated by the District office of Human Resources, and administrators regularly attend professional development activities and events to remain current and knowledgeable about job-related duties and responsibilities. In addition, administrators are formally evaluated annually to

ensure that they are effectively meeting College and District expectations. (305) Evaluations at the executive level include a 360 evaluation. (327)

The District encourages all staff and administrators, to continue professional development to enhance knowledge and preparation for job duties and responsibilities. The District offers all full-time employees the opportunity to enroll in the Employee Scholars Program (Administrative Procedure 7135) which reimburses all employees for continuing education. (312)

III.A.11

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

Evidence of Meeting the Standard

West Hills Community College District (WHCCD) Board of Trustees is responsible for developing and establishing written employment policies and procedures that are equitable and consistently administered. (79, 328) Each employee has access to view policies and procedures online through the District website or at the office of Human Resources located at the District Office.

Analysis and Evaluation

The WHCCD Board of Trustees monitors, reviews, and updates employment policies and procedures to ensure equity and consistency. (79, 328) The WHCCD provides training and discusses updates or revisions about policy and procedural revisions at district wide leadership meetings. The District Office maintains updated Board policies and flow charts by campus administration and departments that are located on the District website.

For instance, the District follows staffing needs procedures outlined in Board Policy/Administrative Procedure 7250 (Employment of Educational Administrators). (298) The policy outlines equal employment procedures, interview committee composition, and evaluation of candidates. The District chancellor determines all final administrative staffing decisions and makes recommendations to the WHCCD Board of Trustees. (301)

All District employment publications depict and communicate the institution's policies for equal employment opportunity.

III.A.12

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

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) evaluates diversity practices in employment. The director of human resources reviews employment equity and staff diversity as part of the District's submission of federal and state required reports and Integrated Postsecondary Education Data System (IPEDS) on an annual basis. Personnel demographic information is used to ensure gender, ethnicity, salary, benefits, and all categories of employees are diverse and equitable. (329)

West Hills College Lemoore attempts to recruit and hire diverse personnel who meet the minimum qualifications stipulated in the job description. A key performance identifier of the College in assessing diversity of practices in employment is to compare the gender and ethnicity of employees to the community and student population the campus serves.

The WHCCD Board of Trustees has the ultimate responsibility for developing and establishing written employment policies and procedures that are equitable and support diverse personnel. (79, 328) The College provides input to the Board through its Planning and Governance Council and Academic Senate to ensure continuity with the institutional mission, goals, and standards. West Hills Community College District demonstrates an appropriate understanding of and concern for issues of equity and diversity. The College actively recruits faculty and staff who demographically represent the communities the college serves.

Analysis and Evaluation

Human Resources (located at the district office) recruits potential candidates for employment using diverse community and media outlets including, but not limited to the Hispanic Chamber of Commerce, Diverse Issues in Higher Education, California Community Colleges Registry, and the California Advocate magazine.

The District office of Human Resources provides training and programs addressing diversity issues and awareness each year. (381) In addition, the College hosts diversity awareness activities on campus for faculty, staff, students, and community through events such as Gospel and Gumbo Night in celebration of Black History Month, Hispanic Heritage Month, Women's History Month, Man-Up male mentoring conference, and Disability Awareness Month. The College also sponsors travel and

registration for faculty and staff to attend conferences including the Latina Women's Conference and Central California Women's Conference each year. (320)

III.A.13

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

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) Board of Trustees has a written code of professional ethics for all personnel. The Institutional Code of Ethics Policy (Board Policy/Administrative Procedure 3050) defines standards of ethics, compliance with laws, and employee responsibilities and expectations regarding ethical behavior. (315) The District deputy chancellor monitors and administers board policies as they apply to professional ethics.

Analysis and Evaluation

College personnel are required to complete ethics training offered through Keenan Safe Schools Online Training. Employees are responsible for abiding by policies, laws, rules, and regulations that apply to his/her specific role in the district. They are also responsible for preventing violations of law and for reporting violations of laws to supervisors.

Additional board policies including Board Policy 311 (Dismissal or Suspension of Certified Employees), Board Policy 312 (Staff Infractions), Board Policy 409 (Classified Staff Disciplinary Actions), and Board Policy 410 (Complaint Policy) apply to certificated and classified staff governed by California Education Code for infractions and disciplinary actions in the occurrence of ethical conduct violations. (330, 331, 332, 333)

III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving

Evidence of Meeting the Standard

West Hills Community College District is committed to the personal, professional, and institutional development and growth of all employees. The District makes certain employees have professional development opportunities and support to maintain proficiency in their respective fields to deliver quality educational services. Activities sponsored by the District Office and College include:

- Employee Scholars Program which provides for up to \$4000 per year tuition reimbursement to qualified staff members to pursue continuing education (Administrative Procedure 7135 Employee Scholars Program). (312)

pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

- Professional Development Days and Flex Day each semester for faculty on District and College initiatives. (381)
- Professional Development Days for all administrators. (212)
- Classified Employees Staff Development Day once each year on topics relevant to improving their job knowledge and performance. (319)
- Specialized online training (e.g., Keenan Safe Schools, @One, Canvas, etc.) for faculty and staff to update knowledge and professional skills related to teaching and instruction. (394)
- Conferences and trainings (e.g., Textbook Affordability Conference, Annual Open Ed Conference, etc.) to encourage off-campus activities to hear from content experts.

The Professional Development Committee (PDC) is responsible for documenting attendance at professional development activities for college personnel. The PDC reviews professional development data to identify trends, duplications, and themes to safeguard professional development activities are aligned with the College Strategic Plan, program review, and/or are required by regulation. The PDC reports professional development data on an annual Professional Development Inventory Report which is submitted to the College Planning and Governance Council for review. (380)

Analysis and Evaluation

In spring 2016, as part of the Planning and Governance Manual revision, the participatory College committee known as the Employee Development and Success Committee was renamed the Professional Development Committee (PDC) to emphasize singly professional develop training. The PDC is responsible for documenting employee participation at professional development activities including but not limited to: 1) conferences, 2) workshops, and 3) in-service training both on and off campus.

On Professional Duty Days each semester, faculty complete training evaluations to discover additional topics for future growth and development related to curriculum, instruction, and student learning assessment. Classified staff members have a dedicated day each spring for professional development training and evaluate usefulness of sessions or workshops to pinpoint other areas of training or preparation. (319) College administrators

attend District sponsored retreats and provide feedback for future training, informational workshops, guidance, and support for personnel. (382)

III.A.15

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

Evidence of Meeting the Standard

All personnel files are maintained by the office of Human Resources at the District Office. The Board has delegated the maintenance of the personnel records to the director of human resources. Personnel files are kept in a locked, designated area in the office of Human Resources.

Board Policy 413 (Personnel Files) outlines the process for accessing and reviewing employee records. District employees may access their personnel file in accordance with the law by providing reasonable notice to the office of Human Resources. Any review of personnel files is conducted at the office of Human Resources in the presence of an authorized representative. Employees shall have the right to authorize, in writing, a representative to examine their personnel file and obtain copies. Access to the personnel files by anyone other than human resources staff, the employee, or authorized representative is restricted to management/supervisory personnel and official persons with court orders.

Analysis and Evaluation

The review of the personnel files takes place at the District office of Human Resources during normal business hours and in the presence of an officer responsible for maintaining the files per Board Policy 413 (Personnel Files) and pertinent collective bargaining agreements. (318)

Release of employee information is restricted on a need-to-know basis to authorized personnel only (i.e., supervisor, etc.). Other information is only released with the written authorization from the employee.

III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) has safe facilities to meet the College mission. The WHCL director of maintenance and operations reports to the president and is primarily responsible for maintaining safe and sufficient physical resources at West Hills College Lemoore. The director of maintenance and operations chairs the Facilities and Safety Committee (FSC), a participatory

learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

governance committee. The FSC is responsible for developing, monitoring, and reviewing plans related to accessibility, campus safety, emergency response, and new construction. The FSC also makes recommendations to the Planning and Governance Council, the college's primary participatory governance committee, regarding scheduled maintenance plans, Incident Command Team exercises, Initial Project Proposals (IPP), Final Project Proposals (FPP), and the Five Year Capital Outlay Plan. (42)

Members of the FSC attend the District Risk Management Committee to share information, identify needs, and request funds. The Risk Management Committee reviews incident reports and schedules inspections for safety. The FSC considers best practices (e.g., active shooter trainings) and incorporates recommendations from the Risk Management Committee into the planning and maintenance of facilities.

The District contracts with an architect to submit IPPs and FPPs to the California Department of State Architects and other facility-related reports to the California Community College State Chancellor's Office. The architect also prepares the College Five-Year Capital Outlay Plan. (41) The architect's data are used in combination with the institution's growth and expansion information. The evaluation process includes calculations of cap load ratios to determine underutilization or overutilization of space. (41) This calculation drives requests to the California Community College Chancellors Office for construction matching dollars. The architects attend College Facility and Safety Committee meetings regularly to receive input from campus constituents. (42) Additionally, maintenance and operations' program needs and services are evaluated and recommendations are brought forth for consideration through the program review process. (42)

College facilities and grounds due for improvements are discussed and placed on the Scheduled Maintenance Plan, which is implemented by the director of maintenance and operations. The same process occurs for safety and equipment. The West Hills Community College District contracts with Keenan and Associates to regularly inspect campus facilities to ensure latest facility regulations are being followed and point out safety, security, and access deficiencies that need to be addressed (334).

The District fulfills equipment and software shortages by input from College program reviews and various committees. Adjustments to annual budgets are considered by the District

Business Office as necessary, and a capital outlay account is maintained to provide resources for unexpected repairs.

Off campus sites where classes are offered are maintained by the hosting partner. Memoranda of Understanding with each partner delineates access, safety, and security responsibilities of maintaining those facilities. (383)

Analysis and Evaluation

College facilities have a plan for scheduled maintenance, which is continuously reviewed and implemented by the director of maintenance and operations. (346) On an annual basis a campus assessment is conducted with the District architect, faculty, and students to determine potential barriers to access and safety concerns. Any identified issues are a priority and quickly remediated. (334)

Facilities are routinely assessed by the contracted vendor to make certain they meet the standards and quality of the District. (334) Areas identified in need of repair are communicated to the maintenance and operations team who take the necessary steps to repair and/or order replacement equipment and parts.

III.B.2

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

Evidence of Meeting the Standard

Located on over 100 acres, the College has adequate land to build-out to 10,000 students. The College has consented to several bond measures to provide resources for facility expansion. For example, in November 2008, West Hills College Lemoore (WHCL) successfully passed a \$31 million general obligation bond, to provide matching funds for Phase 3 of campus construction. These funds allowed WHCL to build the Golden Eagle Area which opened in 2011. This was followed by the construction of a campus Student Union, opening in 2017, to house the bookstore, dining hall, and offices for the Associated Student Body.

Historically, the West Hills Community College District hires a firm to develop educational and facility master plans for both District colleges. The last firm hired to develop these plans was terminated for cost overruns. Therefore, the District Business Office decided to use the Initial Project Plan (IPP) and the Final Project Plan (FPP) submitted to the California Community College State Chancellor's Office for the purpose of facility planning. In fall 2016, the West Hills Community College

District issued a Request for Proposal for the hiring of a new architectural firm. The newly selected firm will be responsible for developing both educational and facility master plans for each college in the District. The Facilities and Safety Committee as well as other campus constituents will provide input and work with the new firm to develop both an educational master plan and a facilities master plan for the College.

The District's hired firm submits mandated state reports to the Department of State Architects for approval including space usage inventory to further justify new campus construction. Prior to spring 2016 facilities and equipment were evaluated by the Facilities Subcommittee through the regular review of the District architect's Activity Report. (335) The College recognized that these duties should be led by the director of maintenance and operations with input from campus stakeholders. Therefore, in the spring 2016 the Facilities and Safety Committee was created to move oversight of facilities planning to the College and its membership. This new structure ensures alignment of facilities planning and effective facility utilization. (42)

Analysis and Evaluation

The role of the Facilities and Safety Committee is to review and make recommendations to the Planning and Governance Council, the College primary participatory governance committee, regarding the scheduled maintenance plan, Capital Outlay Plan, and facility planning. The goal of the Facilities and Safety Committee is to support the College mission by maintaining appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment. (42)

The physical resources are used effectively by maximizing space and time for students through a facilities scheduling process. Analysis is completed as part of the five-year capital outlay plan depicting cap load ratios to target areas in need of expansion as well as underutilized areas. (41) In 2016 the College realized that capital outlay/facility requests, stemming from program review, were being routed to the Budget Allocation Committee (BAC) without review by the Facilities and Safety Committee. As a result, in fall 2016 the process was changed to direct resource requests for capital outlay/facilities to the BAC then the Facilities and Safety Committee for review followed by the Planning and Governance Council. The new process is documented in the current Planning and Governance Manual. (42)

III.B.3

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

Evidence of Meeting the Standard

Existing facilities and future facilities are evaluated and planned to meet the needs of the College. Facilities have a life cycle from planning to maintenance then decommission. The needs of the College, physical condition, equipment usage, and how they meet program needs and services are reviewed regularly. Scheduling analysis is completed each year to assess space utilization and long range forecasting for organizational growth. Long-range forecasting is completed on a rolling five-year cycle and incorporates new programs under consideration and expansion of existing programs. (41)

Prior to spring 2016 the facilities and equipment were evaluated by the Facilities Subcommittee on a regular basis through review of the District architect's Activity Report. The College recognized recommendations from the program review process were not consistently being forwarded to the Facilities Subcommittee for review and consideration. Beginning fall 2016, requests for capital outlay projects originating from the program review process are forwarded to the Budget Allocation Committee and the Facilities and Safety Committee for deliberation.

Analysis and Evaluation

The West Hills Community College District Office reviews facility recommendations from the College and evaluates them to the overall needs of the District to warrant that the most effective use of funds supports the overall improvement plans within the District. The scheduled maintenance plan guides the College director of maintenance and operations in facility budgeting and scheduling maintenance and repairs. A District account is maintained for unexpected facility repairs at the College that cannot be deferred.

Age of the facility, area/square footage, and type of space are evaluated by contracted architects who provide documentation and reports to keep the college informed. Room efficiencies are examined annually to identify underutilized and consistent use of space. Five-year capital outlay plans, Initial Project Plans, and Final Project Plans are developed as part of the College strategic planning process. (334)

Physical resources and equipment needs are identified through the program review process. Resource allocation requests from program review are funneled through the College Budget

III.B.4

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

Allocation Committee then to the Facilities and Safety Committee for consideration and future planning.

Evidence of Meeting the Standard

West Hills College Lemoore Facilities and Safety Committee (FSC) collaborates with the District architects to produce a five-year construction plan for projected facility requirements. (386) Recommendations are forwarded to the District chancellor and West Hills Community College District Board of Trustees for consideration of approval and implementation. General Obligation Bond initiatives are incorporated into construction plans and matched with state dollars. (41)

Scheduling analysis is used to assess facilities each year with respect to space utilization. Long range forecasting for future growth is done on a rolling, five-year cycle for new programs under consideration, as well as, for expansion of existing programs. State lottery funds are available to support equipment purchases.

When considering the costs of ownership, the District evaluates equipment depreciation to determine replacement dates and costs over the life of the equipment. Additionally, labor needs for ongoing maintenance and cleaning of facilities is analyzed to obtain accurate cost estimates associated with staffing and/or contracting services.

Analysis and Evaluation

Prior to spring 2016, the Facilities Subcommittee examined the facility needs of College programs as documented in AP Architects Activity Reports. (335) Since then the process has been revised and moved to the Facilities Safety Committee to improve long-range planning in an organized manner and demands on capital resources included resources generated from local bond measures and state matching funds. The College program review process, vocational advisory committee input, and an annual review of the mission statement all guide future capital outlay projects and equipment replacements.

Recent and future campus construction include:

- construction of the Golden Eagle Arena (completed in 2011).

III.C.1

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

- construction of the Student Union, which will house the bookstore, dining facilities, Associated Student Body, and a student lounge (completed in 2017).
- future construction of a maintenance and operations building to be located on the south side of campus.
- future construction of an academic building to be located adjacent of the library.

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) is committed to providing technological access and resources to support the teaching and learning process. The College receives technology support and services from two District departments: Information Technology Services (ITS) and Connected Learning.

Campus technology needs are routed through the West Hills College Lemoore (WHCL) Technology Committee. The Technology Committee's central focuses is on the intersection of instruction, administrative support, and technology in regards to students and their ability to meet their educational goals. The Technology Committee is comprised of administrators, faculty, staff, and students who prioritize and recommend technology projects to the Planning and Governance Council. (42, 385, 391) The Planning and Governance Council makes recommendations to the District Technology Committee (DTC). (42, 384) DTC is a district wide committee whose purpose is to manage, assess and improve technology projects and initiatives based on the needs of the colleges and district. The DTC contributes to technology planning and coordinates collaboration among relevant departments of the District. The DTC makes technology recommendations for purchases, upgrades and adoption to the Chancellor's Executive Cabinet for discussion, consideration, and budget prioritization. The DTC verifies technology project or initiative completion, updates project timelines, reprioritizes technology needs based upon emerging needs, or identifies new projects and initiatives. (385)

The District Technology Strategic Plan and Distance Education Plan were drafted in fall 2016 and are being vetted through participatory governance groups at both colleges. The proposed plans delineate two District departments will implement technology and service requests for the colleges. Information Technology Services (ITS) will assign resources and manage technology based on DTC prioritization (Technology Strategic Plan). (336) Connected Learning will provide instructional

technology support services primarily to faculty and students in the form of distance learning and classroom technologies using established computer, software, and classroom technology standards (Distance Education Strategic Plan). (337)

District wide infrastructure is provided by ITS which plans, develops, and supports IT for all functions and services of the District and its colleges. ITS meets the technology and instructional support needs of College personnel and students through effective management and use of IT resources. The Technology Strategic Plan provides direction, management goals, and strategies within the context of an innovative and changing environment. It defines the planning, support, and management of distance learning and teaching/learning supporting technologies and services within the colleges.

The District website is managed and maintained by the District Marketing department. Currently, the website is being redesigned for user-friendly interface for students and community members to access College information using mobile devices. The relaunch will take place late spring 2017. Marketing oversees all website content on the current and upcoming College website. Although ITS has oversight of the technological infrastructure of the District SharePoint portal, District Marketing manages portal content and interface design.

Analysis and Evaluation

The Planning and Governance Council makes recommendations to one of the two District committees: the Instructional Technology Advisory Group or the Administrative Technology Advisory Group, both act as subcommittees of the District Technology Executive Committee (DTC).

The District Instructional Technology Advisory Group (ITAG) membership includes District employees: Associate Vice Chancellor of Connected Learning, an Educational Technology Specialist, and two ITS staff members. College representation includes the College Vice President of Educational Services (CIOs) and College Vice President of Student Services (CSOs), the Adaptive Technology Coordinator, and four faculty from each college. ITAG is chaired by a faculty member. (387)

The District Administrative Technology Advisory Group (ATAG) membership includes District employees: Associate Vice Chancellor of Enrollment Management and Institutional

Effectiveness (committee chair), Foundation Executive Director, HR Director, Associate Vice Chancellor of Business Services, and an ITS staff member. College representation includes the College Vice President of Educational Services (CIOs) and College Vice President of Student Services (CSOs). (387)

The District Technology Executive Committee membership includes the Vice Chancellor of Educational Services and Workforce Development (committee chair), ITAG chair, ATAG chair, Associate Vice Chancellor of Information Technology Services, and the College Vice President of Educational Services (CIOs), and College Vice President Student Services (CSOs). Each of the committees detailed above ensure participatory governance in the implementation and maintenance of technology and services.

As part of continuous quality improvement, in fall 2016 DTC amended its definition of the word “project” to separate minor and major initiatives. This improvement evolved from stakeholder concerns regarding the placement of low-cost and low-time projects being placed behind high-cost or high-time projects in the implementation queue. There was misunderstanding in the use of the word “project” which stakeholders implied “quick” and/or “cheap” giving people unrealistic expectations for high-cost or time consuming projects. This is another example regarding the importance of internal and external communications between the College and constituents. Communication is further discussed in the Quality Focus Essay.

DTC, after reviewing projects and initiatives with the Chancellor’s Executive Cabinet, delegates the prioritized list of initiatives and projects to ITS. (388) ITS, in turn, maintains a Synthesis of Technology Projects that categorizes requests by area and offers a timeline, responsible parties and queue status for review and reflection by all committees. (389)

To ensure technology resources aid academic programs, teaching and learning, and support services, all technology hardware and software are inventoried and placed on a mandatory replacement cycle. (390) Committees are informed by ITS regarding replacements and updates of all equipment.

Provisions for reliability, disaster recovery, privacy, and security include:

- Physical Resources/Hardware Replacement: All desktop computers are on a four-year replacement cycle to ensure performance or reliability of technology resources is not a hindrance to students or staff. Under the plan, the decision to replace computers at the end of a four-year life cycle is not optional.
- Management of PC Infrastructure: Operating system configuration and software on all desktop computers is centrally managed and standardized. This includes remote sites that are not directly connected to the District network. All WHCCD computers have a standard set of software so that the user experience is consistent, regardless of location. The system used to manage computers has a mechanism for reporting, which allows technology staff to know immediately when desktops fall out of compliance with configuration standards.
- Software Security: Software updates for both desktops and servers are centrally managed. This includes Microsoft operating system security updates and updates for third party software. Operating system updates are tested and discharged every month as they are released. Common third-party software products such as Adobe Flash and Oracle's Java (frequently subject to attacks) are updated on an aggressive schedule – typically within days after a new release is available.
- Account Standards and Procedures: All students and staff have their own unique user account, which they use to login to WHCCD computers and systems. Students and staff use their own username and password to login to almost every WHCCD system. Passwords are governed by an enforced password standard that requires both length and complexity. For accountability purposes, shared accounts are only allowed in specific circumstance, such as locked down, single-purpose “kiosk” computers.
- Ubiquitous Wireless Access / Wireless Security: WHCCD strives to provide ubiquitous wireless access at all of its locations. Students and personnel must login using their WHCCD account to access the network from their personal devices. District issued laptops have access to all internal network resources while connected to wireless, while non-WHCCD devices connect to a segregated

network that allows access to the internet and a limited array of internal network resources.

III.C.2

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

Evidence of Meeting the Standard

The Technology Strategic Plan determines the most appropriate way to leverage information technology to serve the mission of the District and its colleges. (336) The plan is the roadmap to guide the District in enhancing its ability to achieve critical outcomes, including the following:

- improve teaching and learning
- support for marketing/admissions programs
- increase enrollment retention
- increase productivity of students, faculty, and staff
- maximize the District's return on information technology investments
- recruitment of talented faculty, staff, and administrators
- streamline administrative services (e.g., registration, financial aid, etc.)

The plan supports both the District Strategic Plan and the College Strategic Plan. The District Technology Council focuses on technology planning and acquisition for the District and colleges.

The ITS Department maintains a comprehensive six-year technology equipment replacement plan. Separately, all desktop computers and laptops are on a four-year mandatory replacement cycle to ensure performance and reliability is not a hindrance to students or staff. Network equipment and servers are on a varied replacement cycle appropriately based on type of equipment. To address software needs, the College maintains a strategic approach for license purchases. Colleges no longer buy software on a piecemeal basis; the District purchases campus wide licenses, such as Adobe and Microsoft. All new computers have Microsoft Office 365 installed. Measure T dollars have provided financial assistance to purchase software to support student learning with the latest versions suggested by industry experts.

Analysis and Evaluation

Technology needs are identified through participatory governance processes and are currently reflected in the 2016-2020 Technology Strategic Plan. In November 2014, the District was successful in passing a general obligation bond called Measure T. The purpose of Measure T was to improve the quality of education by

upgrading access to computers and technology. In addition to Measure T, West Hills College Lemoore receives federal and state grants, financial support through the District Innovation Award, and District general fund to maintain a strong technology infrastructure.

Services that support technology operations, programs and services include:

- 24/7 access to the Canvas Learning Management System help line
- regular assessment of Colleague, SharePoint, and new software such as Civitas, eLumen, NetTutor, and Cranium Café
- regulatory review of information and services needed by the colleges
- integration needs/initiatives requested such as Aid Like a Paycheck, SARS Anywhere, Common Assessment, and Affordable Care Act

As new buildings are constructed or existing technology within buildings is updated, ITS staff provide advice and recommendations pertaining to products and installation. (391) If there is a need beyond the resources allocated, the ITS supports the College President in petitioning for additional funds. The College determines whether requests are consistent with the institutional strategic plan, program review, and mission before requesting additional funding if needed. For example, in fall 2016 installation of smart boards and projectors in classrooms resulted in room configuration changes and the need for additional LCD panels. These issues were identified during the spring 2016 pilot semester and the demand for additional funding to complete classrooms and maximize student viewing was secured through Title V grant and Measure T funding.

III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to

Evidence of Meeting the Standard

The District maintains a system for backup and disaster recovery through the use of hardware and software resources. The District Virtual Machine (VM) servers backup system data using VEEAM Backup and Replication Suite 9.0 targeting EMC Data Domain (DD) 2500 storage repository. Servers are incrementally backed up each day to a DD appliance located on the Coalinga campus. Synthetic full backups are also created once a week to maintain integrity and reliability and speed recovery times in the event of a disaster. These backups are retained for a 30-day period.

assure reliable access, safety, and security.

In addition to VM incremental backups more granular backup and recovery options are maintained. Microsoft SQL server backups via the VEEAM suite and are maintained for time-critical services such as Ellucian, SharePoint and other District databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical databases. Finally, file level restores are available through the VEEAM appliance for granular file system recovery.

To facilitate disaster recovery, the District maintains a second DD appliance in a geographically distinct location, located on the Lemoore campus, to which the primary DD appliance continually replicates all backup data. This provides a remote recovery source if the primary location is subject to physical damage or disaster. Finally, each of the District sites run the same patch level of VMware which allows VMs to be migrated temporarily to other sites should a long-term outage occur at the primary location.

District network device configurations are backed up periodically via Cisco's Prime Infrastructure 3.0. This allows rapid recovery of Network Devices should one fail and need replacement. Spare network switches are maintained for each core location allowing rapid replacement when necessary.

WAN services are redundant to Coalinga and Lemoore campuses, having backup secondary connections should the primary link fail. In the event of this happening services automatically roll over to the backup connection allowing District operations to continue.

Analysis and Evaluation

The West Hills Community College District Information Technology Services (ITS) department provides technical support to College and District end-users. If faculty or staff experience a problem with hardware or systems, a request is submitted through the tech support system for assistance on the College portal. An email is sent confirming technical assistance request; a second email is generated when the case is assigned to a technician. Once the problem is resolved, another email is sent to the request originator confirming completion. (392)

Technology purchases and support are provided by the ITS Department. The department maintains and supports campus infrastructure, hardware, and systems for administrative operations and instruction. ITS maintains inventory logs of all computers and peripherals. All technology purchases are

originated by the ITS Department to ensure that District standards are maintained and to obtain the best pricing available. The District's technology plan and approach allows the College to consolidate certain services, where feasible, to reduce management and operational costs while enhancing support services.

IT campus infrastructure support follows internal guidelines for secure and robust placement, selection, and upkeep of campus infrastructure. The College follows District compliance guidelines with network access, responsiveness and reliability of the network.

In 2015 the District upgraded the PBX phone system to expand phone lines and add unified communication to the voicemail system and messaging so faculty and staff are able to receive all their messages in one place (i.e., voice messages through email). Classroom technology needs are met by both ITS and the Media Service Specialist, who is responsible for loaning faculty and staff equipment and maintaining and replacing equipment.

Assessment of reliable access, safety, and security is validated by downtime statistics. One area for improvement is the human process surrounding the use of technology. For example, in summer 2016 Colleague conducted a user audit of payroll processes identifying automation practices to refine current Business Systems Office procedures. (393) Implementing Aid Like A Paycheck offered additional automation functions for financial aid disbursement improving access to students. ITS works with administrators, faculty, and staff to determine the most reliable, safe and secure methods for technology implementation. Professional Development activities such as cybersecurity training at Duty Day and product training support stakeholder daily use to further reliability, safety and security of District and campus technology. (393)

III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and

Evidence of Meeting the Standard

The Connected Learning (CL) department offers a multitude of quality training and technical support to faculty, staff, administrators, and students as outlined in the Distance Education Strategic Plan. (337) Workshops on topics such as SharePoint and Canvas, the District's learning management system (LMS), are regularly available at both college sites. (394) Other technical workgroup and individual training on Microsoft Office Suite, Outlook, IP Phones, accessibility, cloud storage, and security

technology systems related to its programs, services, and institutional operations.

awareness are scheduled throughout the academic year and also available upon request. (394, 348)

Connected Learning and Title V staff operate a College Faculty Development Lab in collaboration with instructional areas, subject-matter experts, and external agencies addressing current trends in pedagogy, andragogy, instructional design, accessibility, open educational resources, mobile device applications, and new technologies to create and deliver course content.

There are a variety of student support centers on campus, including two Academic Center for Excellence labs, a High Technology Access Center, and other resources in the Career Café, Library or Learning Resource Center, and computer laboratory classrooms where students receive assistance and training in the use of technology resources that are integrated into curriculum.

Input and feedback from students, faculty, administrators, and staff direct support and training opportunities provided by ITS and Connected Learning. End-user feedback, such as student satisfaction surveys in the District LMS and faculty evaluations about professional development workshops inform ITS and Connected Learning about areas for improvement and direct the provision of quality training and technical support for faculty, staff, administration and students. (336)

Analysis and Evaluation

West Hills Community College District (WHCCD) uses surveys to determine training needs among faculty and staff members and follow-up surveys among workshop and training attendees to evaluate the effectiveness of sessions.

Online training guides and manuals on specific programs and systems are provided by ITS, Title V and Connected Learning. (348) All staff members are encouraged to participate in individual and/or self-paced training opportunities offered by the District and colleges. Travel and accommodations for College personnel to attend off-site conferences and other trainings are approved as appropriate to job position/responsibilities and funded by Title V as funding permits. In addition to in-person workshops, Canvas supports a Faculty Community and Student Community that offer tips and assistance regarding LMS technology issues. Faculty members are invited and attend conferences and courses such as the Fresno State DISCOVERe

summer tablet training. Additional, on-demand self-paced online courses available to College personnel include Canvas self-paced modules provided by the California Community Colleges Chancellor's Office Online Education Initiative, California Community Colleges Professional Learning Network one-stop site for effective practices, training, and resources, and Lynda.com video training by experts.

The College Faculty Development Lab is staffed five days per week. Professional Development and Duty Day activities also address classroom and teaching technology integration. (396) An evaluation is completed at the end of each activity to determine value of the instruction and relevance to program and institutional operation.

In spring 2015 WHCCD received a \$2.5M Innovation Award from the California Community College Chancellor's Office for innovation on the use of technology to enhance teaching, learning, student enrollment, and engagement. Award for Innovation funds are used to support creative teaching and service that infuse technology in instruction and services to improve student access, success, and transfer. These funds also fund professional development opportunities for faculty on core technologies and competencies to expand programs, transfer degrees, and align curriculum with student learning outcomes.

Beginning in summer 2015, West Hills College Lemoore hosted the Innovate Summer Faculty Institute for District and College faculty to receive training on Apple devices, integrating applications, and use of tablets as a teaching tool. In 2016, the Institute delivered enhanced technology training on open educational resources and the Canvas LMS.

In fall 2016 Connected Learning developed a Badge program to encourage faculty to enhance courses in progressing through the OEI and OER rubrics in stages. (395) Implementation begins spring 2017.

III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and

Evidence of Meeting the Standard

West Hills College Lemoore follows and adheres to board policies and procedures to assure the appropriate use of technology in teaching and learning processes. Anyone using a school owned computer and accessing the network is prompted that by logging in they are agreeing to adhere to the Computer and Network Use Board Policy/Administrative Procedure 3720. (338)

learning processes.

Additional user policies are found in the Standards of Student Conduct (Board Policy 5500) addressing technology, files, id/passwords, computing facilities, and computing systems. (113) The Academic Honesty Policy (Board Policy/Administrative Procedure 5505) specifically stipulates all dishonesty violations including those that do and do not involve technology. (109)

West Hills Community College District (WHCCD) posts an accessibility statement on its website detailing Section 508 compliance and Priority 1 requirements specified on the W3C List of Checkpoints for Web Content Accessibility. All ITS purchasing decisions validate Section 508 compliance of all technology products. Information Technology Services (ITS) also refers to the State Chancellor's Office list of vetted vendors and purchases recommended products when available. As an example, free online tutoring changed providers from SmartThinking to NetTutor in January 2017 to abide with state recommendations

Analysis and Evaluation

WHCCD has a Computer Network Use policy found on the login page of the District website. (338) Faculty are encouraged to reference the policy in their syllabi and require its review as a check-in assignment for a course.

All new hires sign a Computer and Network Use Agreement referring to Administrative Procedure 3720 upon hire. ITS also provides guides to staff and faculty in the myWestHills portal. (338) The use of technology in teaching and learning is strongly encouraged by the College and District. Instructors are trained in the use of the classroom media consoles, electronic white boards, and projection systems. Staff receive support on the use and function of new applications related to online orientations, tutoring, counseling, and the Canvas Student Community. Faculty and staff are provided technological resources including Lynda.com, Adobe Creative Suite, 3C Media Solutions, materials from Academic Senate for California Community Colleges, Professional Learning Network, Doing What Matters, and Student Services statewide initiatives. In addition, professional development training on the use of social media is discussed along with appropriate protocols.

Students have access to Microsoft Office free of charge on the College website. Students are also provided access to the Canvas Student Community to help them identify methods for resolving

access issues, find guides and other LMS resources. Discussion forums include students helping students and general question and answer discussion boards for distant education student support. (339) An online readiness quiz is available to students on the District website with guides on computer readiness, technology skills, study habits and tips for success. The District provides 24/7 Canvas phone support and Help Desk five days a week to assist students and faculty with LMS and IT issues. The College website houses a student guide with steps on how to connect to the WHCCD Wi-Fi network.

Online classes are evaluated using the same criteria as traditional classes to insure continuity and consistency of policies and procedures established by the College and District. Faculty are committed to training students in the use of technology in learning. Instructors frequently schedule classes in computer labs for students to access simulated or hands on online activities, the library uses its classroom for instruction on conducting online research, and many instructors utilize turnitin.com for written assignment submissions. These uses of technology keep classes relevant and provide technological experience to students for the workplace or into four-year university programs.

The District Technology Committee (DTC) sets policy for campus technology. The DTC and two subcommittees Administrative Technology Advisory Group and Instructional Technology Advisory Group meet monthly to review and improve standards, resolve issues, and develop initiatives. DTC works with ITS procurement to ensure all equipment purchased is 508 compliant. District ITS has policies in place regulating hardware, software, and behavior of users to help maintain a secure computing environment. The Technology Strategic Plan promotes management practices that safeguard security and reliability, confidentiality, integrity and availability of organizational information resources.

III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) receives an allocation from the West Hills Community College District (WHCCD) annually to sponsor student learning programs and services. Adjustments are made during the year due to enrollments and state funding changes (Board Policy/Administrative Procedure 6225 Resource Allocation). Resources are allocated to colleges for the purpose of prioritizing and planning human resources, support services, and

institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

academic programs which are determined by the internal planning processes at the College level. (334)

The College has sufficient revenue to support and sustain educational programs and services and improve effectiveness. Through the program review process, the College allocates resources to areas demonstrating need for improvement. This process allows the College to prioritize spending in alignment with the College mission and strategic plan.

Financial planning supports and is integrated in all aspects of institutional planning. The College clearly defines and follows written guidelines and processes for financial planning and budget development. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. The Budget Allocation Committee (BAC) meets to determine budget allotment and priorities for WHCL. The College has four Area Budget Committees (ABC), two instructional and two institutional, which encompass all areas of the College. Each ABC submits a prioritized budget request to the Budget Allocation Committee (BAC). Once reviewed and prioritized, the BAC forwards faculty positions suggestions to the Academic Senate and capital outlay requests to Facility and Safety Committee before going to the Planning and Governance Council (PGC). The PGC forwards recommendations to the College president, who reviews all requests with senior staff on the President's Executive Team. Should the need arise for an exceptional expenditure, the request is brought forward through the established committee process and the president submits the request to the Chancellor's Executive Cabinet.

In addition to the annual budget planning process, each budget manager is responsible for reviewing their area budget. Each committee member and budget manager understands his/her role and responsibility in budget development, implementation, and connection to institutional mission and goals.

The District resource allocation procedure gives West Hills College Lemoore and West Hills College Coalinga the ability to submit their financial plans and priorities necessary to meet educational requirements and obtain student achievement. This process is integrated with the budget committees on each of the colleges and is discussed at the Chancellor's Executive Cabinet. Each college provides a list of priorities, which compete, making it essential to allocate discretionary funds using the resources allocation procedure to ensure objectivity in funding between the colleges.

All revenues for each budget are based upon P1 and P2 exhibits received from the California Community College Chancellor's Office. These documents represent actual income; however, for forecasting purposes, District Business Services gather all payroll information for salary step increase calculations, COLA adjustments, benefit changes, new positions added, and/or changes to the utilities or contractual obligations.

Budget information is placed on worksheets that are distributed to District teams and each college president and their teams. (334) After review, the colleges resubmit their worksheets to the District for reconciliation. Each college is then provided their tentative budgets. Both the tentative and adopted budgets are imported into Colleague and allow for budget accounts to be accessed for encumbering resources by the college and budget managers.

The reserve from each fiscal year serves as the beginning balance for the next fiscal cycle and is treated as revenue. The budget for each subsequent year is budgeted with a five percent minimum reserve, per Board of Trustee mandate.

The Board of Trustees establishes and regularly updates board policies and procedures to address financial management and internal control structures. (341, 342, 343, 344) Examples related to purchasing include:

- Board Policy 6330 (Purchasing)
- Board Policy 6340 (Bids and Contracts)
- Administrative Procedure 6345 (Bids and Contracts – UPCCAA)
- Administrative Procedure 6350 (Contracts – Construction)
- Administrative Procedure 6360 (Contracts – Electronic Systems and Materials)

The District Business Services Department Procedures Manual describes processes on equal opportunity to bidders. (345) There is a bidding procedure matrix for construction and non-construction projects available online. These documents ensure fiscal procedures are followed for financial stability. (397)

Analysis and Evaluation

The College has formal processes and practices to ensure financial resources are used to support student learning programs and services that improve the student outcomes for institutional effectiveness. The District allocation formula distributes resources

based on enrollment and funding for key areas of the institution, including maintenance and operations. The College demonstrates sound financial planning and execution of programs and services annually by meeting enrollment targets within the District allocated budget and through its program review process, in which improvements are incorporated based on the institution's own evaluation of program review and resource allocation processes.

The purpose of the College program review template is to verify connection between institutional needs with the College budgeting and planning process. Resource requests are initiated in program review and first prioritized by its respective learning area. Faculty driven program review and initial budget prioritization makes certain financial planning is integrated with and supports all levels of institutional planning. This process is documented in the Planning and Governance Manual and is reviewed annually. (42) The BAC receives program review-driven requests for funding from each learning area via the ABC. Annual budget timelines are firmly established in the Planning and Governance Manual and practiced in accordance with the guidelines. (42) Biennial assessment of the BAC budget recommendation process by the WHCCD Committee Communication and Effectiveness Survey ensures viability. In fall 2016, the BAC updated its process to reflect areas of funding better linking restricted and unrestricted funding sources. (20, 42, 89, 351)

The College BAC follows a process to prioritize resource requests and measure merits of each request. Components of resource request scoring include accountability, collaboration and linkages to outcomes assessment, College mission, and regulatory requirements. While honoring the initial ABC ranking, the BAC develops a comprehensive list of resource requests vetted through the College community then forwarded to the PGC for approval. The College receives budget projection updates every month, by the deputy chancellor at WHCCD Board of Trustees meeting. If additional funds become available throughout the year, BAC makes recommendations to PGC on how to distribute those funds. Proactive enrollment management at the College has helped ensure financial stability of the entire district.

The College planning process is tied to the District budget calendar to ensure the comprehensive budget and financial planning process is complete each year per Board Policy/Administrative Procedure 6200 (Budget Preparation). The District Calendar for Development of Budget is posted on the

website. The WHCCD Board of Trustees and District leadership receive monthly financial statements and presentations as to the current status of the District from the deputy chancellor. In addition, budget information and processes on planning, tentative budget, and adopted budget stages are available to the Board of Trustees and District leadership and viewable on the District's BoardDocs portal. (405)

The WHCL president receives budget worksheets from the District Business Services Department in January. (340) The worksheets include unrestricted general funds, grants, categorical funds, and ancillary accounts. The WHCL president sends the worksheets to the deputy chancellor for budget development by April 1, following the College process described above. The college presidents may reallocate monies in grant and categorical funding. Typically, no additional general funding requests may be made but exceptions occur such as the College request to add funds to support maintenance and operations in 2016.

WHCL receives significant restricted funding in state and federal grants. Fiscal management of these grants is outlined in Board Policy/Administrative Procedure 6301 (Fiscal Grants Management). (346, 347) Grants awarded to WHCL in 2015-1016 amounted to \$3,451,277, as noted in WHC Lemoore Grants Awarded in 2015. In addition to board policy, the District offers a Grants Management and Fiscal Guidelines Handbook and the assistance of the District Grants office for fiscal and reporting advice. (348)

Communication among Business Services grants accounting specialists, District Grants office, and College program or project directors ensure budgets correctly correlate to each grant program and purchases are in compliance with grant requirements. In order to certify staff have met grant requirements, the District is required by various funding agencies to obtain a time allocation sheet or Payroll Activity Form (PAR) and a time card from each staff member charged to a grant. PAR forms serve as backup documentation for auditors to verify grant funds were spent according to grant regulations and requirements. (397)

In addition to basic categorical grants, the District is the fiscal agent for several multi-partner grants. As fiscal agent, the District accounting staff is required to audit the financial records of each partner. (349) The partner submits a bill to the District for expenditures and includes documentation for charges incurred. The grants accounting staff assigned to the program reviews the documentation and submits a requisition to pay the partner(s).

Periodic partner site visits occur to review documentation, program files, and activities.

A significant amount of time is spent by the College, Grants office, and Business Services Department to manage related items such as agendas, minutes, itinerary for trips, sign-in sheets for students and staff meetings, receipts for all expenditures, and the monitoring requests for expenditures to ensure authorization through Colleague, the District Enterprise Resource Planning tool, for payment. Progress reports are developed and collected on a quarterly or semi-annual basis depending on the funding source. Annual reports are written by College program or project directors, reviewed by the District Grants office, and checked by District grants accounting specialists. The financial oversight of categorical programs is complex and subject to various regulations depending on the funding type and source. Changing regulations by state and federal agencies add additional compliance monitoring for College grants management and District fiscal and reporting review.

III.D.2

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

Evidence of Meeting the Standard

The West Hills College Lemoore (WHCL) budget planning process is directly tied to the program review process and strategic planning so resources support the College mission and strategic goals. The College receives budget worksheets from the District Business Services Department annually and disseminates them to campus stakeholders and committees in preparation for the budget process. (340) All constituency groups are involved in the budget process as clearly outlined in the Planning and Governance Manual. The integrity of these processes is verified through District oversight and internal and external audits. Adhering to these processes ensures the College does not overspend and maintains fiscal stability.

Financial resource requests are submitted annually to the Budget Allocation Committee (BAC) for review and prioritization. Requests for new faculty positions are routed to the Academic Senate for prioritization. Requests for capital outlay projects/facilities are sent to the Facilities and Safety Committee (FSC) for review and prioritization to verify alignment with college facility planning. All other requests are prioritized by BAC. Once prioritized, the lists are forwarded to the Planning and Governance Council (PGC) as recommendations. The PGC reviews each request to certify alignment with the College mission and strategic plan. Following this review, PGC forwards recommendations to the College president, for review by the

Executive Team. Should the need arise for an exceptional expenditure; the department or area requesting funds brings the request forward through the established committee process to the College president. WHCL's processes for allocating resources is clearly defined in the Planning and Governance Manual. (42)

The District Business Office ensures sound financial practices through the use of purchasing guidelines and a public contract code to provide equal opportunity to bidders. There is a bidding procedures matrix within the business office manual available online. (350) These documents ensure that fiscal procedures are followed for financial stability.

Analysis and Evaluation

The College BAC uses a template to solicit requests from stakeholders within each College learning area. (89) Each area prioritizes requests to best meet their needs, as informed by program review. Stakeholders have the opportunity to submit and advocate for requests at the learning area level before forwarding their priorities to the Area Budget Committees (ABC). The BAC, in turn, receives input from each of the four ABCs and collectively prioritizes all requests for funding. The mission of the BAC is to build and foster a strong commitment to the use and development of community, technology, education and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.

Funding Sources include:

- Categorical and Grant Programs (Lottery Funds, Basic Skills Initiative, Student Success and Support Program, Student Equity, EOPS, CalWORKs, and ALPS) – restrictions vary with these funds, and it is the job of the College administrative team to determine how funds may be used to address budget recommendations.
- General Funds – all other funding requests may use this funding source.

The BAC presents lists for prioritized funding requests annually and includes new faculty positions, non-faculty positions, equipment/furniture, supplies/software, and professional development. All lists go directly to the Planning and Governance Council with the exception of new faculty positions that are directed to the Academic Senate and Capital Outlay that are forwarded to the Facilities and Safety Committee. The BAC

designates items on each list that may be funded using lottery dollars. In addition to preparing request for funding, the BAC proposes adjustments or revisions to the annual proposed budget.

The WHCL Planning and Governance Manual includes a calendar detailing all steps in the development of a prioritized budget to maximize participatory governance representation and continuous quality improvement.

Fall Semester:

- August – Selection of ABC and BAC representatives
- September – First meeting of BAC, item submission instructions given to ABCs, BAC verifies that constituent members are assigned per the representation outlined in the Planning and Governance Manual
- October – ABCs meet, finalize budget item submissions to BAC
- November – BAC reviews budget item submissions, request any clarifications for ABCs
- December – BAC prioritizes budget recommendation lists and forwards the lists to the Planning and Governance Council for review. Once reviewed by the PGC, the lists are forwarded to the President's Executive Cabinet for potential allocation

Spring Semester:

- Disseminate Tentative General Fund Budget for next fiscal year and solicit input from constituencies
- Review Planning and Governance Manual and BAC's annual agenda
- Review budget item submission process

In fall 2016 the BAC revised budget request and prioritization processes and the form to include additional information including how each request ties directly to program review, student learning outcomes (SLOs), the College Strategic Plan, and/or federal/state mandates. This review also expanded BAC prioritization to incorporate categories consisting of personnel, facilities, equipment, and professional development. The College has identified connections between resource allocation and strategic planning as an area for improvement in the Quality Focus Essay.

Requests not associated with one-time state funding for supplies and equipment and those not already funded by the fixed costs in

the operational budget are assigned to the BAC, which prioritizes requests and makes recommendations for additional funding as appropriate following the College resource allocation process outlined in the Planning and Governance Manual.

The College seeks the skills and resources of the Student Success Committee in formulating a plan for allocating new funds to assist the Student Success and Support Program (SSSP) Plan and the Student Equity Plan. Both programs involve additional funding, and the College must allocate funds within legislative intent and allowable uses in connection with the plans. Once the Student Success Committee drafts the plans, they are disseminated, with budgets, to campus constituent groups for review and comment.

In an effort to ensure College resources are allocated consistently and in accordance with the institutional mission, goals, and institutional planning, WHCL relies on the participatory governance structure comprised of the ABC, BAC, and PGC for dialogue and participation related to fiscal resource decisions. (4, 89)

The tentative and final budgets and all audited financial statements for the District are available in the Business Services Department and online on the District website. (398)

III.D.3

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

Evidence of Meeting the Standard

The budget process begins when the District advises the College of its allocation and enrollment/FTES targets for the coming year. The WHCCD Business Services Department develops a budget, beginning with identification of salaries, benefits, and other fixed costs. The District directs the College to meet enrollment/FTES targets and to maintain a balanced budget.

The program review process guides College fiscal planning and budget development, including the prioritization of resource requests. Institutional planning takes place through a variety of committees, including Area Budget Committees (ABC), Budget Allocation Committee (BAC), and Planning and Governance Council (PGC), with representation from all campus wide constituency groups.

The College has developed transparent systems providing opportunities for all faculty and staff to participate in the development of institutional plans and resource allocation. It is noteworthy that the participation on the BAC and PGC is broad

based and meetings are well attended. A review of the committee minutes demonstrates active engagement by a cross-section of the college community in the budget development process and in recommending priorities for resource allocation. (20, 52)

Campus wide budgetary processes ensure planning reflects assessment of financial resource availability. The Business Services Procedures Manual serves to guide the administration of budgets and financial programs within the District. Business Services office staff meet with budget managers to review financial availability and resource alignment. All College budget managers, including grant program or project directors, are trained in requisition and approval purchasing in Colleague as well as budget management processes and policies. (348)

The District Grants office aids the College in the acquisition of grants to support the institutional mission. Grant productivity updates are provided by the Grants office on a regular basis. (399)

Analysis and Evaluation

Categorical budget planning follows budget guidelines developed in the Request for Proposal and the state or federal funding agency. College program or project directors manage budgets related to their categorical funds. The District provides four full-time grants accounting specialist positions and one full-time grants account supervisor to assist in budget management and resource allocation, and reporting. Additionally, a Director of Grants provides advice on budget and work plan implementation.

WHCL evaluates its participatory governance committees biennially through a district wide survey. (351) Although the survey has been conducted three times over the last six years and the results were reviewed by the Planning and Governance Council (PGC), the College realizes it is was not maximizing the use of the data to assess the effectiveness of its governance process. In fall 2016, the Planning and Governance Council revised the Planning and Governance Manual to incorporate the review, analysis, and discussion of survey results by each of the participatory governance committees. Once analyzed and discussed, each committee is required to report back to PGC and, if necessary, make recommendations to improve the applicable committee's structure, role, and/or products.

The College has four Area Budget Committees (ABC) which represent all areas of the campus: 1) Science/Math and

Arts/Letters, 2) Health/Wellness, Social Sciences, and CTE, 3) Counseling and Categorical Programs, and 4) Library/Learning Resources, Athletics, and Maintenance and Operations, and Administrative Offices. ABC forward prioritized requests for funding to the BAC.

The BAC compiles input from each ABC and prioritizes a cumulative list. From BAC, requests for funding go to the Planning and Governance Council (PGC), except for new faculty positions (go to Academic Senate) or Capital Outlay (go to Facilities and Safety Committee). The PGC governance structure has representation from each of the four recognized constituency groups at West Hills College Lemoore: students, faculty, classified staff, and administrators.

Planning and governance meetings are public. In addition to PGC representatives, other individuals and groups may be heard at any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda.

The PGC reviews the BAC Prioritized Annual Budget Recommendation and makes suggestions to the President's Cabinet. The President's Cabinet reviews and allocates resources as applicable and available. The President's Cabinet sends results to PGC as an informational item.

The above committees provide all constituencies with appropriate opportunities to participate in the development of institutional plans and budgets.

III.D.4

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

Evidence of Meeting the Standard

College institutional planning priorities are integrated into its financial planning processes. The College receives realistic assessments of available funds, including ongoing and anticipated fiscal commitments within the annual budget from the District Business Services Department. The president reviews ending balance revenue reports and projections to assess the financial resources developed by the College to supplement state allocations for the upcoming budget year.

In addition to budget allocations, the College assesses resource availability through grants and partnerships in order to maximize service to students. Moreover, before applying for grants or entering into partnerships, the institution's "intent to apply" process, in collaboration with the District Grants office,

realistically calculates matching requirements, staffing/facility needs, and other commitments. In this way, the College is aware of expenditure requirements and engages in responsible and stable fiscal practices. These additional resources are used to expand programs and services, develop curriculum, and establish innovative programs.

The financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making by the colleges. West Hills Community College District uses the Ellucian Colleague financial data management system. College administrators and budget managers have budget inquiry, search, and report ability via Colleague and the myWestHills portal. Each College administrator and grant program or project director, along with the District's Business Services Department staff, is responsible for monitoring and reviewing budgets. The Business Services Department develops a budget calendar and timeline to ensure all stakeholders fulfill budget needs and requirements in a timely manner. (352, 353)

The District deputy chancellor contracts with an external auditor to provide complete business service audits. The deputy chancellor, with technical support from the associate vice chancellor for educational services and education technology, is responsible for managing Ellucian Colleague data management system issues. Auditors review financial records once a year. The budget status tool provided through Colleague is available to evaluate spending and allows administrators and managers to view reports in real time.

West Hills College Lemoore (WHCL) maintains an accurate assessment of financial resource availability by applying the following methods:

- prudent use of state funding via the District's annual base allocation;
- regular review and appropriate use of dedicated revenue earned by the College;
- prudent use of state funded categorical programs, block grants, and supplemental resources awarded throughout the year;
- aggressive monitoring of the College's ending balances;
- aligning grant awards to the College Strategic Plan; and
- ensuring enterprise partnerships are sufficiently managed to cover current expenses and close each year with a positive balance.

Institutional planning and budget development reflect the College's commitment to institutional effectiveness, open dialogue, and student learning. The College budget development process relies on program review, student learning outcomes, and resource allocation data. The budget development process provides opportunity for resource allocation requests tied to program planning, college goals, and other initiatives.

Analysis and Evaluation

West Hills Community College District (WHCCD) demonstrates financial accountability through an independent auditor, secured by the Board of Trustees. The independent audit firm conducts the annual audit using general accepted accounting principles to verify the accuracy of financial statements and fiscal management practices as well as the effectiveness of internal controls (14, 354, 355, 356, 357, 358). The audit report is presented annually to the WHCCD Board of Trustees in public session. Additionally, the District submits all state-required files and financial statements to the California Community College Chancellor's Office. WHCCD adheres to Board approved policies and procedures regarding all fiscal matters.

One of the functions required in preparation for the independent audit is a review of all expense charges occurring during the year to verify proper account codes were correctly entered. This information is critical for the annual CCFS 311, regulations surrounding the 50 percent law, and the financial statements. Bad student debt must be calculated at the very end, prior to submitting the CCFS 311 as these funds reduce the District's ending balance, creating a negative impact on reserves. (14)

In 2015 WHCCD was awarded a \$2.5 million California Innovation Award for Higher Education. The colleges were recognized for the design and implementation of a unique advance-registration innovation, Reg365, launched in 2014 that allows students to register for classes for a full year. This additional source of revenue supports College innovation projects and grants for faculty and staff to enhance programs, courses, and services.

District Office Grants Department strongly supports the acquisition of grants to support the College mission. A grant productivity update is provided on a regular basis. For example, the district grant director assisted WHCL in the preparation of a national grant through the Achieving the Dream network. The

grant provides resources including professional development and consulting services to the College for cultivating the use and adoption of open education resources (OER) and creation of an OER degree program in health science. OER resources will save students thousands of dollars in textbook costs, and WHCL is one of only two California Community Colleges to receive this highly competitive grant. (400) Other grants include state funds such as the Career and Technical Education Enhancement grant and federal funding such as a Title V, After School Program, and Upward Bound grants.

WHCL has established strong community financial partnerships to enhance services. For example, the College contracts with Kings County for the provision of adult education programs such as GED preparation. (401) This agreement affords resources to help maintain the Academic Center for Excellence (ACE North). ACE North provides GED preparatory review sessions, non-credit English as a Second Language, and workshops in English and math to assist students in improving placement exam scores.

III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to

Evidence of Meeting the Standard

The College employs a variety of control and review mechanisms to ensure responsible use of financial resources, following West Hills Community College District (WHCCD) board policies and administrative procedures. These include the use of detailed matrices for designating signature authority for contract execution, as well as separation of duties for all key components of College business operations. Financial transactions are subject to review with two College approvals for items less than \$5,000 and three College approvals for items greater than \$5,000. All College grants are assigned a District grant accountant as an additional level of control. Contracts and purchases over the formal bid limit are processed at the District Business Services Department.

To maintain financial integrity, West Hills College Lemoore maintains internal controls to certify responsible use of resources in the areas of budget, planning, expenditures, human resources, and accounting. Internal controls inherent in District policies and College procedures guide the fiscal operation during budget preparation, budget augmentations, and budget tracking. The West Hills Community College District provides financial information to the District, staff, students, and public on a timely basis. The tentative budget, final budget, and all audited financial statements are available in the District Business Services Department and on the District website. Faculty, staff, students, and the community are able to view audited financial statements

improve internal control systems.

and other budget information (e.g., BAC agendas and minutes) as needed. (402)

The District annually undergoes an audit of all general and special funds. Multi-funded personnel are required to complete time-accounting sheets, which are signed by the employee and supervisor. Categorical programs are required to submit program and budget reports, which are signed by the appropriate program director, College president, and deputy chancellor.

The District and the College have well integrated financial management processes that regularly evaluates its financial practices and internal control structure to ensure integrity. The deputy chancellor and the College president together with the Chancellor's Executive Cabinet ensure dependable and timely information for sound financial decision-making is consistently available to all stakeholders. The provision of accurate financial information on a regular schedule has enabled the District and the College to make sound financial decisions and ensure the responsible use of its financial resources.

Analysis and Evaluation

WHCCD adheres to board approved policies and procedures regarding all fiscal matters.

Internal control structures have appropriate mechanisms in place to assure the integrity of District finances. For example, purchase orders require approvals from several administrators in various departments, and invoices are only paid with a valid purchase order. The Business Office verifies receipt of goods and services, and reconciles invoices with purchase orders. There is a separation of duties between the financial aid staff on campus that award and package student financial aid and the business office that disburses financial aid funds.

Annual audits over the past six years have shown no deficiencies or material weakness in the District's financial procedures. (14)

In addition to the audit process, the West Hills College Customer Information Support Team encourages dialogue among Ellucian Colleague users. Results of the dialogue are used to improve internal financial management systems. For example, the District adopted a matrix for the bidding and budget approval processes for new positions recommended by Colleague users. (350)

III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

District policies define how the College annual budget is prepared, the type of interim reports created, and the manner in which expenditures are authorized (Board Policy/Administrative Procedure 6200 Budget Preparation, Board Policy/Administrative Procedure 6225 Resource Allocation, and Board Policy 6301 Fiscal Grants Management). (346, 347, 353, 354, 355, 356)

The District's annual budget plan instructions outline annual budget preparation steps for the College. West Hills College Lemoore prepares a comprehensive budget, using the participatory governance processes outlined in the Planning and Governance Manual, for the unrestricted and restricted programs, and presents it to the District chancellor, deputy chancellor, and vice chancellor for a broad-based discussion involving members of the Chancellor's Executive Cabinet.

Internal controls regarding procurement are established in West Hills Community College District (WHCCD) board policies. The WHCCD Board delegates contracting authority to the chancellor who, in turn, delegates authority to the College president.

The WHCCD chancellor has issued directives to ensuring procurement is fair and equitable. WHCCD Board Policy/Administrative Procedure 2710 (Conflict of Interest) addresses the process to safeguard against conflict of interest in the procurement of goods and services. (357, 358) Administrative Procedure 2712 (Conflict of Interest Code) describes issues and the process for disclosing possible conflict of interest. (359)

The purchase of goods and services requires a sufficient budget be in place to encumber funds for the transaction ensuring programs cannot purchase more than funded in any one cost center, special funded program, categorical program, or grant.

The College manages its budget on an annual basis. Operating funds are allocated by the District, which receives an allocation from the California Community College Chancellor's Office. Funding the College receives annually is based on enrollment targets calculated by the District. The College receives funding according to its FTES share of the WHCCD budget allocation formula, including COLA, available growth, and non-resident tuition. In any given year, the College may receive mid-year state income affected adjustments (P1 and P2) to its base annual funding and may receive allocation increases or decreases as a

result of those adjustments.

The single point of contact built into the Ellucian Colleague system provides checks and balances forbidding a single person from initiating a purchase, authorize an expenditure, or spend funds. Purchases cannot be encumbered unless the account is adequately funded on the Colleague system, which is why all Colleague users have access to dependable and timely information about their accounts. The District Business Services Department Procedures Manual is on the District website. (353) Procurement forms indicate multiple signatures and instructions. On a regular basis, the District provides procurement training materials on updates to the Business Services Procedures Manual. In addition, redundancy in accounting for funds is built into financial processes. The integrity of these processes is verified under District oversight and internal and external audits.

Analysis and Evaluation

Budget development is reflective of a participatory governance process that includes Area Budget Committees, Budget Allocation Committee, and Planning and Governance Council. Budget allocation requests align with program review, college mission, strategic plans, or institution-set standards. Final budgets are developed and augmented as necessary to ensure the appropriate use of financial resources to support student learning programs and services. For example, based on a recommendation from an external review of Reg365, the College received an augmentation was made to the instructional budget for additional sections of math.

District audits by external auditors have been consistently positive, and there have been no findings over the past six years.

Evidence of Meeting the Standard

The District Business Services Department hires an external agency annually to conduct comprehensive audits of all fiscal operations. Annual audits, include the following objectives:

- determine whether District financial statements are presented fairly in accordance with generally accepted accounting principles.
- determine if the District is in compliance with Federal laws and regulations.

III.D.7
Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

- determine if the District is in compliance with State laws and regulations.
- perform an evaluation of the internal controls to form the basis for expressing an opinion on the fair presentation of the financial statements.

If the external report indicates findings, the discoveries are used for corrective action for improvements. Annual audit reports are distributed to the Board of Trustees and posted on the District website. There have been no findings in the last six years.

Analysis and Evaluation

If the District receives any audit findings, it takes immediate corrective action. However, there have been no material findings or audit exceptions in the last six years.

Evidence of Meeting the Standard

West Hills Community College District (WHCCD) internal control systems are evaluated annually by an external auditor and results are contained in the Annual Audit Report. If the annual audit results in a finding, the Business Services Department takes immediate corrective action for improvement.

Although there have been no audit findings over the last six years, in 2016 WHCCD hired Ellucian to conduct an internal audit of several business processes, including finance. (360) The intent of audit was to assess business services efficiency and effective use of the Datatel financial software. The report indicated the District and College are not fully utilizing the functions available in the finance system. Therefore, WHCCD is negotiating a contract with Ellucian to provide support for full implementation of the financial software and end-user training to assure effective practices for efficiency.

Analysis and Evaluation

In 2014-15 the Business Services Department conducted a survey in preparation for its program review. The survey assessed the effectiveness of various business services functions including the reliability and timeliness of fiscal information, budget training, and process effectiveness. Results ranged from 3.0 to 3.8 on scale of one to five with five being the highest rating. The lowest rated question being “adequate training has been provided in the budget development process.” As a result, the District budget services supervisor, has implemented more thorough onboarding training

and on-going schedule at the campus to train department managers individually. (360)

III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

West Hills Community College District (WHCCD) provides the College short- and long-term financial resources with general funding allocations generated through full time equivalent students (FTEs) apportionment, categorically funded programs, state and federal grants, bond measures, and ancillary operations. FTEs are the District's main revenue stream to pay mandated costs such as utilities, salaries and benefits, and contractual agreements. FTE targets are achieved through strategic enrollment management.

Financial resources for West Hills College Lemoore are primarily based on state apportionment of the District, which is allocated to the College according to the WHCCD board policy and adopted allocation procedure (Board Policy/Administrative Procedure 6225 Resource Allocation). Financial planning for the College is the responsibility of the Planning and Governance Council (PGC), involving all campus constituent groups, and receives recommendations and requests from College committees. With aid from District office staff, the financial needs of the College are maintained in a stable, sustainable way. Future spending priorities are aligned to the College mission and strategic plan through the governance structure. The PGC and campus committees through the program review process develop fiscal priorities sensitive to fiscal, programmatic, and services needs of the College.

WHCCD Board of Trustees mandates a five percent minimum general fund reserve to meet economic uncertainties. Long-term liabilities and obligations have been identified and are planned for by the District. (403) Contractual, insurance, and other short-term and long-term debt expenses are identified and planning occurs with respect to these funding obligations. For example, the District maintains a five-year construction plan. (41) This plan helps the district identify when bond issues may need to be issued for building or facility renovation. Additionally, the state provides a forecast of economic trends that are used to help plan for the future growth of the College.

Analysis and Evaluation

Funding priorities are established by the College, as part of the program review process and includes input from all campus

constituency groups. The Budget Allocation Committee reviews and considers new and ongoing funding needs of the College.

The District and College maintain sufficient cash flow and reserves in a self-insurance fund to meet all current and reasonably anticipated future obligations, including possible risk losses. Strategies for appropriate risk management and contingency plans to meet fiscal emergencies and unforeseen occurrences further assure the institution's fiscal viability. (404)

The deputy chancellor is responsible for the District risk management program to ensure its ability to meet organizational objectives in the face of continual risk from fire, theft, accident, and liability claims. Risk management includes a number of alternative actions that may be engaged before and after injury, damage, or other loss. These risk management actions may prevent loss occurrences or minimize interference with District and College teaching and service responsibilities.

In 2010 WHCCD left the Valley Insurance Program Joint Powers Agency (VIPJPA) self-insured group to join the State Wide Association of Community Colleges (SWAAC) for liability and Employment Practices Liability coverage and received a reduction in premiums of over \$120,000. Additionally, as part of the self-insured group, the workers' compensation plan Personal Injury Protection (PIP) became a part of the overall insurance program. PIP insures over \$1 billion in payroll and includes K-12 and community colleges.

The insurance programs administered by SWAAC/PIP are Workers' Compensation, Liability, Property and Employment Practices Program. Workers' Compensation Insurance premiums are tied to District payroll costs and were \$1.608 per \$100 of payroll in 2014-15 and \$1.5683 per \$100 in 2016-17. Liability insurance premiums are based on District FTE totals and the Property/Equipment Breakdown Insurance premiums are based on total insured values (TIV). (404)

The District placed Measure T on the ballot in November 2014. Measure T was a \$20 million technology bond targeting funding for hardware, software, infrastructure expansion, license fees, and other upgrades to technology services for students. The bonds were approved and financed over 5 years versus a traditional 30 years with a low interest rate.

III.D.10

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

Evidence of Meeting the Standard

West Hills Community College District (WHCCD) accountants and staff provide financial oversight and support services to College program or project directors responsible for externally funded programs, contracts, and grants. The grants accounting specialists and grant accounting supervisor confirm funds are expended in compliance with conditions of grantor agreements. The District Grants office monitors work plan progress and maintains a close working relationship with program or project directors to provide oversight of finances and reporting for programs at the College.

The College processes for financial aid disbursements encompasses scheduled reconciliations and a separation of duties as stipulated in Title IV including separate mechanisms of responsibility for financial aid approval, disbursement, and delivery of student funds. For example, financial aid staff at the college award and package students' financial aid, and staff at the business office draw down Federal funds and disburse them to students.

The District Business Services Department reviews all financial transactions of the College to maintain compliance with regulations pertaining to expenditures and compliance with accounting and program standards. The College vice presidents are accountable for ensuring effective oversight of finances through technical review for their respective areas of responsibility. Any purchases or commitments of funds require approval of the appropriate vice president within a respective area. Additionally, directors and managers are tasked with ensuring their areas, regardless of funding source, uphold fiscal integrity and break-even balances.

In addition to specific institutional fiscal management, the deputy chancellor reviews institutional and District wide financial plans and projections at WHCCD Board of Trustees meetings each month and makes this information available to the public on the District website and BoardDocs. (405)

Fiscal controls are in place requiring designated account numbers and sufficient funds to be established prior to fund commitments being processed. The software system used to manage business operations (Colleague) also features built-in control mechanisms to prevent overdraft of expense-related accounts. The associate vice chancellor of business services and the budget services

supervisor reviews and approves all budget transfers and expenditures as well as documents that commit College funds.

Grants and externally funded programs are monitored by the program or project directors and area vice presidents in accordance with grantor requirements and reporting obligations to the funding agency and/or state. The District Grants office supports program and project directors in their implementation and reporting processes. The District Budget office monitors all restricted and unrestricted funds on a regular basis. Grants are audited externally by the appropriate state, federal agency or grantor.

Analysis and Evaluation

The College manages a large number of categorical programs and grants in support of its mission and Strategic Plan. The District coordinates all fiscal audits except for audits conducted by state and federal agencies for College-specific grants and contracts. Audits, including the independent audit of College's finances, have shown no discrepancies.

Annually, the College prepares a financial plan used to monitor finances for unrestricted budgets. Budget managers are responsible for regularly monitoring and providing oversight of their budgets.

The District Business Services Department grant accounting specialists and a grant accounting supervisor oversee financial transactions for categorical, grants, and externally funded programs. The Business Services Department establishes operational procedures for externally funded programs and ensures compliance with all applicable rules and regulations. All grant and externally funded programs also have a grant accounting specialist assigned for fiscal monitoring and oversight.

Annual external audits are performed on all special or external funds, including Other Post-Employment Benefits (OPEB) funds, categorical programs, and capital bond programs. The District has never received a qualified or modified audit. (14, 354, 355, 356, 357, 358)

The District has annual external audits for its bond program. Bond expenditures have been consistent with regulatory and legal restrictions required since inception. The bond program has never received a qualified or modified audit.

WHCCD belongs to the Community College League of California

Joint Powers Authority and budgets \$500,000 each year toward OPEB liability, which is approximately \$14 million with assets of approximately \$7.6 million.

The WHCCD Business Services Department disburses financial aid funds to students through direct deposit or a check issued directly to the student. Checks include refunds for enrollment fees as well as amounts awarded directly from Pell Grants, SEOG, Direct Loans, EOPS/CARE, and Cal Grants. Financial aid check processing requires transmittal in Colleague/Datatel that evaluates the number of units the student is enrolled in. The system then calculates the appropriate amount the student is entitled to receive, based on their unit count.

The West Hills College Lemoore (WHCL) 2013 three-year cohort default rate on student loans is 20 percent. (17) To address high default rates, first-time WHCL student loan applicants are required to attend an informational workshop to complete loan entrance counseling and master promissory note. Previous borrowers are also invited to attend. As students prepare to graduate or drop below half-time status, exit counseling information including repayment options and responsibilities are forwarded to students. WHCL uses USA Funds Borrower Connect to monitor borrowers who are in student loan repayment to ensure they remain current. Borrowers who are more than 61 days delinquent receive notices reminding them who their loan servicer is and how to contact them. Borrowers who are more than 121 days delinquent receive personal telephone calls about payment, deferment, and forbearance options available to them as applicable.

III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution

Evidence of Meeting the Standard

West Hills Community College District (WHCCD) exhibits a well-coordinated and integrated budget planning system that considers both short-term and long-term financial goals of the colleges. The District creates comprehensive income and cost projections on a regular basis for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency. The District maintains financial solvency by ensuring that all obligations are identified with accurate valuations and evaluated annually.

The College, in collaboration with the District Business Services Department, clearly identifies and plans for payment of liabilities and future obligations each year. When making short-range

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

financial plans, West Hills College Lemoore (WHCL) considers its long-range fiscal priorities to assure financial stability.

The District maintains a five percent minimum general fund reserve to meet long-range financial priorities and assure fiscal stability of the College. The 2016-17 adopted budget includes a reserve of 10.27 percent. Contractual, insurance, and other short- and long-term debt expenses are identified and planning occurs with respect to funding obligations.

Analysis and Evaluation

WHCCD does not incur general fund debt. All debt are bonds secured by property taxes.

WHCCD uses capital lease agreements to purchase land, buildings, and equipment. These purchases are categorized as operational expenses.

District budget planning priorities are formulated considering the chancellor's proposed recommendations, funding of the reserve policy, alignment with the District Strategic Plan's goals for restoring access and improving student success and equity, and securing the short-term and long-term financial strength of the District.

The District's final 2015-2016 budget priorities address long-range financial obligations such as meeting its full-time faculty obligation, addressing increases in CalSTRS and CalPERS contributions, expansion of basic skills program delivery, covering salary increases, and ensuring funding is adequately provided for facilities, maintenance, instructional support, and other operation needs.

College short-range financial decisions are integrated into the long-term financial plans of facilities maintenance and development, instructional technology, enrollment management, and hiring. The College annual budget allocation process is part of the program review/annual update planning process. Budget requests from programs are aligned with the College and District plans. The College continues to maintain fiscal stability and ensures financial obligations are met.

The District adheres to esteemed reserve and fiscal management policies congruent with the District Strategic Plan and ensure short-term and long-term financial solvency.

III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Special funds are audited on a regular basis for granting agencies. All audits have demonstrated practices that are accomplished with integrity. WHCCD is a small district with systematic checks and balances in place for purchasing and identifying fiscal policies.

The WHCCD Board, by law, holds the authority to fix the budget, approve bids, pass upon expenditures of the District, and to set policies for the operation of the District (Board Policy 601 Objectives). (361)

The District and the College has not received a qualified or modified audit in the last six years.

Evidence of Meeting the Standard

The District takes appropriate and timely action in planning and allocating payment of liabilities and future obligations. It continuously monitors Other Post-Employment Benefits (OPEB) for potential increases and other employee-related obligations to act accordingly.

The District Business Services Department Procedures Manual identifies federal compliance requirements to assist in monitoring and implementing College programs and services. (353) Additionally, staff members are assigned to account for programs placed in trust with the District. These programs are part of the annual District audit process.

Independent auditors hired by the District provide an initial and executive summary specifying findings and overall fiscal integrity of the District. Separately, the Business Services Department completes a program review to ensure compliance with federal requirements, including Title IV. (403)

Analysis and Evaluation

The District identifies and plans for long-term liabilities and obligations. The District maintains a separate account to post Governmental Accounting Standards Board 45 employment retirement benefits liability and preserves an annual budget to fund the account. Building maintenance, insurance, and debt expenses are identified annually and the planning process is followed in respect to funding these obligations.

The District's short-range financial decisions are integrated into the long-term financial plans of facilities and infrastructure

development, technology investments, and hiring. Long-term obligations, specifically debt repayment of general bonds arising from construction and insurance expenses, are effectively managed.

The District continuously monitors OPEB and other employee-related obligations for action as needed. In 2010, in an effort to reduce premiums, WHCCD left the Valley Insurance Program Joint Powers Agency (VIPJA) to join the State Wide Association of Community College (SWAAC) saving approximately \$120,000 in premiums. The District budgets \$500,000 toward OPEB liability each year totaling \$14 million with assets of \$7.6 million in the account with Community College League of California Joint Powers Authority. (362)

As required by OPEB regulations, WHCCD conducts actuarial studies periodically to determine the District's contribution. The next actuarial study is due in 2017. The November 2014 study noted informational recommendations such as communicating the magnitude of costs to employees and including employees in discussions of options to control costs. The costs were presented to the retiree committee and Board of Trustees. (398)

III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District does not have any locally incurred debt, nor has it had any.

Analysis and Evaluation

The College does not contain any locally incurred debt instruments.

III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) hires an external auditor to review all financial records, practices, and procedures including all auxiliary activities, grants, foundation funding, and categorical programs. Annual audits include a review of resources to ensure funds are properly allocated and

Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

consistent with the intended funding source purpose. The College does not have any locally incurred debt instruments.

Analysis and Evaluation

Internal and external audits help confirm the District allocates and expends financial resources with integrity and applicability to intended uses as issued by grantors. The District has not received any modified audit opinions in its history and has received unqualified opinions for bond performance and financial audits since the inception of its bond program. The District has a strong internal control system and policies and procedures that help ensure financial resources are used with integrity and for their intended purposes.

Evidence of Meeting the Standard

The District monitors and manages student loan default rates, revenue streams, and assets to verify compliance with federal requirements, including Title IV of the Higher Education Act, on a regular schedule.

The District is subject to an annual Office of Management and Budget (OMB) A-133 audit. The audit allows the preparer to express an opinion on compliance of District major federal programs including Title IV. The District has not received the 2015-16 audit, all previous audits received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. (363)

Federal student financial aid program requirements state that if the College has cohort default rate of 30 percent or more over three consecutive years, the College will lose its ability to participate in Federal Financial Aid Title IV programs. The District monitors and manages its funds with integrity to show no negative findings.

Analysis and Evaluation

There have been no federal compliance issues reported.

The West Hills College Lemoore (WHCL) 2013 three-year cohort default rate on student loans was 20.5 percent. (17) To address high default rates, first-time WHCL student loan applicants must attend an orientation workshop to complete loan entrance and receive master promissory note counseling. Previous borrowers are invited to attend. As students prepare to graduate or if they drop below half-time status exit counseling information including

repayment options and responsibilities are sent to students. WHCL employs USA Funds Borrower Connect to monitor borrowers who are in student loan repayment to ensure they remain current on payments. Borrowers who are more than 61 days delinquent receive notices with their loan servicer and contact information. Borrowers more than 121 days delinquent receive personal telephone calls from staff about the options available to them.

III.D.16

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

Evidence of Meeting the Standard

Effective procedures and processes protect the District and College from unnecessary exposure to risk when entering into contractual arrangements. Contracts are reviewed, approved, and ratified by the West Hills Community College District (WHCCD) Board of Trustees to ensure compliance with federal/state laws and regulations (Administrative Procedure 6340 Bids and Contracts). (364) Additional administrative procedures including Administrative Procedure 6345 (Bids and Contracts – UPCCAA), Administrative Procedure 6350 (Contracts – Construction), Administrative Procedure 6360 (Contracts – Electronic Systems and Materials) governed by the Board contain specific provisions for maintaining integrity, quality programs and services, and operations. (343, 344, 345) These procedures detail processes and remedies related to contractual agreements with external entities in a manner that supports and enhances District and College mission and strategic goals.

Analysis and Evaluation

To ensure that contracts with external agencies maintain a high-level of integrity and supports quality institutional programs, services, and operations, the Business Services Operations Procedures Manual delineates the bidding process and Bidding Procedures Matrix for bidding procurement. (52, 346) The District has the ability to serve notice on all contracts that are not meeting or do not meet the standards required by the institution. Contracts typically have a 30 to 90 day notice provision.

Formal bid specifications include a definite, complete statement of deliverables specifying pertinent details of size, composition, construction, and/or texture, and minimum standards of efficiency, durability, and/or utility required. The deputy chancellor is responsible for ensuring bid specifications are sufficiently broad to encourage and promote open competitive bidding.

STANDARD IV

Leadership and Governance



Standard IV: Leadership and Governance

Jody Ruble, Chair

Dean of Student Services

Jacqui Shehorn, Co-Chair

Faculty, English

Angela Barginear

Classified, Career Technician

Jameson Birrell

Faculty, Mathematics

Callie Branan

Classified, Advising Specialist

Lupe Espinoza

Classified, Student Services Technician

Libra Howard

Faculty, English

Brian Kron

Faculty, Business and Computer Information Systems

Kent Olson

Faculty, Physical Education and Health

Andrea Picchi

Faculty, Physical Education and Health

Teresa Quilici

Faculty, Counselor

Christian Raia

Faculty, Culinary Arts

Standard IV

IV.A.1

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

Evidence of Meeting the Standard

The West Hills College Lemoore 2016-2017 Planning and Governance Manual outlines the College's philosophy applied in formulating institutional decisions:

West Hills College Lemoore commits itself to a culture of transparency, collegiality, inclusiveness, evidence, student learning and assessment. This serves as the foundation for shared governance at the College, which values the contribution of each of its constituents-faculty, students, staff and administrators-in the decision making structures and processes that we have adopted. (42)

The West Hills College Lemoore (WHCL) governance structure and processes are designed as inclusive and collaborative. Institutional planning processes involve faculty, staff, students, administrators, and input from the community, local businesses, and educational partners. The College governance structure and practices were developed collectively and support the participatory approach to decision-making.

Institutional leaders promote innovation by encouraging participation of all constituent groups in College initiatives and by providing professional development opportunities for growth and improvement leading to student success. Through the participatory governance structure, the College has systems to engage and support institutional leaders in creating an environment fostering innovation at all levels of campus operations. The College mission emphasizes its commitment to student success and institutional excellence. As the College fosters a culture of innovation, ideas for improvement may have policy or institution-wide implications. The College uses systematic constituent participatory processes to ensure effective planning and implementation. The Academic Senate, the Planning and Governance Council (PGC), and the Associated Student Body (ASB) fully participate in College decision-making processes. The College planning processes are described in the Planning and Governance Manual.

Analysis and Evaluation

WHCL is transitioning from a small community college in a Central Valley city with a population of 26,000 to a medium-size

campus igniting creative programs and new scheduling options to better serve the geographic area encompassing agriculture, military, and business industries. This transition has led to exciting opportunities in updating processes and increasing services. For example, in fall 2016, the College developed three accelerated cohort models (Business Information Worker, GE Top 10, and Maintenance Mechanics) as Weekend College or evening/weekend cohorts for implementation in spring 2017. (349) The Weekend College shapes a need for weekend support services and other logistical processes. Creating scheduling options for students beyond traditional or online offerings typically occurs in established colleges.

College personnel understand as the institution matures, so does the need for additional data driven decision making. Data provided by the West Hills Community College District (WHCCD) Office of Institutional Effectiveness (OIE) are used to address critical issues facing the College involving enrollment management, student success, program review, and categorical programs. The President's Executive Team share ideas, updates, and challenges about College growth, data, and opportunities to stakeholders. (350)

The College president recognizes the significance of availing a collaborative team of administrators, faculty, staff, and students to understand and help students succeed. Campus innovations are driven by the College mission and is implemented by campus leaders including faculty, staff, students, and administrators who work together in fulfilling the College Strategic Plan. The College president convenes monthly with campus leadership, including faculty, staff, administrators, and students formally and informally through an open door policy. (226)

The program review process is used by faculty and staff to evaluate institutional and student data to determine needed changes for improving programs and services.

The Planning and Governance Council (PGC), as the principal participatory governing body of the College, creates and recommends College procedures and governance committee structures. The PGC relies on College committees for recommendations from the campus community to determine appropriate actions. (20) The Council amends and guides institutional planning processes and recommends policies and procedures in response to the changing needs of the student population including the internal and external environments. The

PGC reviews, revises if necessary, and approves College plans and initiatives. Institutional decision making is centered on the College mission and vision statement, Strategic Plan, and other supplemental plans such as the Student Equity Plan.

Each governance committee is responsible for completing the actions in the annual agenda its role, goals, and products as outlined in the governance manual. (42) Governance committees report directly to the PGC and each has a representative on the council. The College president serves as the chair of the PGC. All PGC representatives report on the progress of governance committee annual agenda, assigned goals, roles, and products at PGC meetings. (20, 351)

The broad representation of administrators, faculty, staff, and students on PGC assures effective planning and campus wide participation. For example, Achieving the Dream is a relatively new initiative that brings together representatives from across the College to increase student achievement and success. Another example is the Innovate Summer Faculty Institute featuring hands-on interactive workshops for instructional faculty on curriculum re-design and best practices. (166)

The governance structure consists of representation from four recognized constituencies at WHCL: students, faculty, classified staff, and administrators. In addition to representation afforded to individuals by constituents, individuals and groups may be heard at any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda within the public notification criteria established by California Government Code 54950 (Ralph M. Brown Act).

Appointments from constituencies, when not specified by position, are made by the following:

- Associated Student Body (ASB) – students
- Academic Senate – faculty
- California School Employees Association (CSEA) – classified staff
- President – administrators

With the exception of a committee member assigned by position/title, constituent appointees serve a two-year term and may be re-appointed by their respective group. Unless required by position, or no other person is available, representatives sit on no more than two committees at the same time.

Transparency and communication are essential to developing and to assessing decision making processes. The College is committed to making its processes transparent and communicating decisions to all College stakeholders. To this end, planning and governance meetings are publically held and the following are published on the College portal:

- membership
- meeting schedules
- agendas
- meeting minutes (84)

Minutes from participatory governance meetings are posted on the College portal and effective fall 2016 available in BoardDocs. (405)

In spring 2016, under the leadership of the new College president, the governance manual was reviewed and updated to accurately reflect current practices and modifications adopted since the document's last revision. In summer 2015 (prior to the current president) data from the District's biennial Committee Communication and Effectiveness Survey demonstrated high "scores" on committee functions and low scores on decisions and encouragement of honest and differing opinions. (83) These data supported the new president's commitment to the participatory governance process and updating the 2016-2017 Planning and Governance Manual in conjunction with the PGC annual review.

During the review process, it was determined some of the committee structures and memberships had changed since the document was last revised. It was also noted that the governance manual was not on a regular review cycle. As a result, the president asked the College to review the Planning and Governance Manual, identify inconsistencies, and clarify roles and institutional processes. In addition, WHCL revisited its philosophy on decision making. The document was amended and presented to all constituents for recommendations and feedback: Associated Student Body, Academic Senate, PGC, and three public forums. The Planning and Governance Manual now includes an annual review by the PGC for continuous improvement; the fall 2016 review addressed the committee valuation process and the College mission statement. (42)

The Planning and Governance Manual details guidelines for participatory governance to guarantee constituent group

IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and special-purpose committees.

participation. The WHCL mission and strategic goals are prominently displayed throughout the College and in its publications. From the mission the College developed its Strategic Plan, setting forth goals encouraging innovation for student achievement and success.

West Hills College Lemoore has used WHCCD Innovation funds for a variety of activities in support of its mission.(143) These activities extend the College's general fund.

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) has specific processes for constituent participation in institutional decision-making. The Planning and Governance Manual details inclusive decision-making processes of administrators, faculty, staff, and students.

The Planning and Governance Manual states the WHCL governance structure is designed as inclusive and collaborative. Further, the Planning and Governance Manual stipulates committee members share ideas, participate in dialogue, and express views concerning evaluation and during meetings. (42)

Participation in Local Decision Making (Board Policy/Administrative Procedure 2510) authorizes the participation of West Hills Community College District (WHCCD) Board of Trustees, administrators, faculty, students, and staff in governance and decision-making processes. (406) At the District level, the District Leadership Council (DLC) carries out the Board policy. At the College level the Planning and Governance Council (PGC) carries on the participatory process.

The WHCCD Board, DLC, and PGC consult collegially with the Academic Senate, in respect to academic and professional matters, as defined by law. Staff participate in the formulation of District policies and procedures significantly affecting classified personnel. The opinions and recommendations of the California School Employees Association are given every reasonable consideration. The West Hills College Faculty Association contribute to the formulation and development of District policies and procedures which the WHCCD Board determines, in consultation with faculty, significantly affecting faculty. Administrators join in the formulation and development of District policies and procedures which the WHCCD Board determines, in consultation with administration, significantly impacting administrators. The Associated Students participate effectively in

the formulation and development of district policies and procedures significantly concerning them, as defined by law.

Participation in College governance occurs through College committee representatives. College committees allow all members of the campus community, through their respective constituency groups, to participate in decisions relating to accreditation, planning and budget, student success, and the institutional environment. With the approval of the 2016-2017 WHCL Planning and Governance Manual, the PGC delineates practices for individuals to propose, participate, and contribute in the decision-making process. In addition, the WHCL organizational chart and job descriptions define and authorize administrators, faculty, and staff to make decisions pertaining to their roles and responsibilities. (325)

Analysis and Evaluation

The central question, per the 2016-2017 Planning and Governance Manual is "How does it benefit our students?" Committee members put students and their needs at the center of deliberations and discussions. Faculty, staff, students, and administrators work collaboratively and cooperatively to focus on broad issues that affect student learning to improve outcomes.

WHCL traditionally embraces participation from all constituents. As a relatively new institution, the College process has operated informally. The 2016-2017 Planning and Governance Manual signifies a recognition to transform and serve students and the community through more formal processes now needed as a result of growth. The revised Planning and Governance Manual outlines the process for constituent appointments, includes length of terms, and embeds a process to ensure membership is accurate. (42) Annual agendas and annual reports, in addition to meeting minutes, validate appointed members and participation.

Using the 2016-2017 Planning and Governance Manual, an infographic was created, to detail participative decision making process at all levels of the College and District. (42)

The WHCL Planning and Governance Council (PGC) has voting membership from all College constituency groups. The District Leadership Council (DLC) consists of:

- District Chancellor
- Deputy Chancellor

- Director of Human Resources
- Vice Chancellor of Educational Services and Workforce Development
- Vice Chancellor of Institutional Effectiveness and Enrollment Management
- President, West Hills College Coalinga
- President, West Hills College Lemoore
- Academic Senate President, West Hills College Coalinga
- Academic Senate President, West Hills College Lemoore
- CTA Representative
- CSEA Representative
- Student Representatives (as determined by the College Presidents) (405)

College growth also validated the dissemination of the annual District function map update and stakeholder survey. As a two college District with a large number of grants and partnerships (i.e., high schools and industry), participation relies on stakeholder understanding about District functions. Three times per year, a full day Leadership Retreat is attended by approximately 50 executive and middle managers from WHCL, its sister campus in Coalinga, and District Office. (382) Review of the function map and data from the survey note key areas within the organization that may not be familiar to College and District employees. Respondents are asked to identify centralized (District) areas of responsibility and decentralized (College) areas of responsibility. The summer 2016 survey found over 20 percent of employees surveyed were unaware of where the Adult Basic Education Consortium, After School Program, Capital Outlay Project Administration, Connected Learning, Contract Training, Perkins, and Westside Institute of Technology reside. (351) The survey and function map were discussed at the Leadership Retreat and areas within each college were asked to communicate information about the initiatives identified in survey results. Governance councils have been asked to detail the function map in committee meetings.

The function map survey requests opinions on how well each area "works". This information provides employee feedback to Leadership Retreat attendees that they, in turn, share with respective stakeholders. In September 2016 adjustments regarding the survey were suggested, altering scoring of Don't Know/Does Not Apply to two separate ratings. Additionally, the Colleges requested disaggregated data (by college) to ensure each could address specific campus issues reported. Other comments

IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise.

and suggestions as they arise are welcomed and discussed at the Leadership Retreat. (407)

Evidence of Meeting the Standard

Administrators and faculty exercise a voice in institutional policies, planning, and budget through representative bodies, including Academic Senate, Institutional Effectiveness and Program Review Committee (IEPRC), and Budget Allocation Committees (BAC). Board Policy/Administrative Procedure 2510 (Participation in Local Decision Making) supports constituency group participation in institutional governance. (406, 408)

Analysis and Evaluation

Stakeholders have a substantive and clearly defined role in institutional governance on the College Planning and Governance Council (PGC). Program review and student learning outcomes assessments are the basis for the College planning and resource allocation processes as documented in the Planning and Governance Manual. (42) Program review and SLO assessments are the foundation of the College planning and resource allocation processes. In addition, specific institutional plans have been developed including Student Success and Support Program (SSSP), Student Equity, Achieving the Dream, Title IV, and Facilities Master Plan (FMP) to improve college planning and implementation efforts. (36, 41, 48)

West Hills College Lemoore follows a well-designed and deliberate planning process to consider and approve resource allocations arising from program review. Resource needs identified during program review are forwarded to the Area Budget Committee (ABC) then to the Budget Allocation Committee (BAC) for discussion and prioritization. (89, 211) The BAC makes recommendations to the PGC who review prioritized requests for funding. The PGC presents their recommendations considering the Strategic Plan and College mission to the President's Executive Team. The President's executive team reviews and allocates resources based on available funds as applicable and sends decisions to PGC as informational items. (350)

The PGC budget prioritization list is posted on the College portal for stakeholder viewing with details including item name, description, total cost, cost per unit, whether the items were

financed and funding source, or if not, reasons substantiated to not fund. The prioritization list also identifies if the item originated in program review. Two items funded in the past cycle included the associate dean of athletics and kinesiology and three hospital beds for the nursing program. These items were identified during program review, then forwarded to ABC, followed by BAC, and finally recommended by the PGC. This new process, outlined in the Planning and Governance Manual, creates fair and objective assessment of resource allocations and distributions. One revision in fall 2016, based on discussions with constituent groups, was the development of expenditure categories to incorporate facilities, technology, equipment, and/or professional development.

The College budget resource allocation process has a Capital Outlay expenditure category for qualifying items. Capital Outlay requests are forwarded from the BAC to the Facilities and Safety Committee for prioritization.

New faculty position requests arising from program review are sent from the BAC to the Academic Senate for prioritization.

The primary responsibilities for committee representatives and chairs are outlined in the Planning and Governance Manual. (42) The agenda for each meeting is prepared by the council/committee chair (or designee) and published on the College portal and in BoardDocs in advance of the meeting. All meeting minutes are recorded and posted on the portal and in BoardDocs. (405) The chair or designee and a simple majority of the members serving on the council/committee constitute a quorum. The council/committee attempts to achieve consensus for any and all actions. When consensus cannot be reached, a majority of members determine the recommendation.

Committee evaluations are noted in the biennial College Committee Communication and Effectiveness Survey administered by the District Office of Institutional Effectiveness, Research and Planning to campus constituents. The 2015 survey results showed positive ratings for communication and transparency across WHCL committees (i.e., Student Learning Outcomes Committee, Technology Committee, President's Cabinet, PGC, Institutional Effectiveness and Program Review Committee, BAC, Academic Senate, Professional Development Committee, and the Curriculum Committee). One area identified for continuous improvement specified "The committee makes decisions that are informed by data." (83) This practice reflects the growing population and size of the College and lends itself to

action items addressed in the Quality Focus Essay to balance statements in the Planning and Governance Manual:

- Culture of Evidence

The College utilizes evidence to support its decisions. Evidence must be accurate, valid and standardized to ensure consistency and greater precision in the interpretation of the data. The focus should be on using longitudinal data, benchmarks and best practices. Much of the evidence for decision making is the result of analyses from the campus wide comprehensive program review process. In addition to program reviews conducted by departments, Institutional Research provides a variety of statistics and data to inform discussion and decision making.

- Innovation

The College supports innovative ideas and practices to stimulate improvement and progress. The College recognizes that change is inevitable, but will not change for the sake of change alone. We will change if it is better for our students. We encourage the expression of novel ideas and new approaches because we recognize that they may better serve our students. We will implement novel ideas and new approaches when we have evidence to support the case that our students will learn more, become more likely to achieve their educational goals and have an improved experience at the College. (42)

IV.A.4

Faculty and academic administrators, through policy and procedures and through well-defined structures, have responsibility for recommendations about curriculum and student learning

Evidence of Meeting the Standard

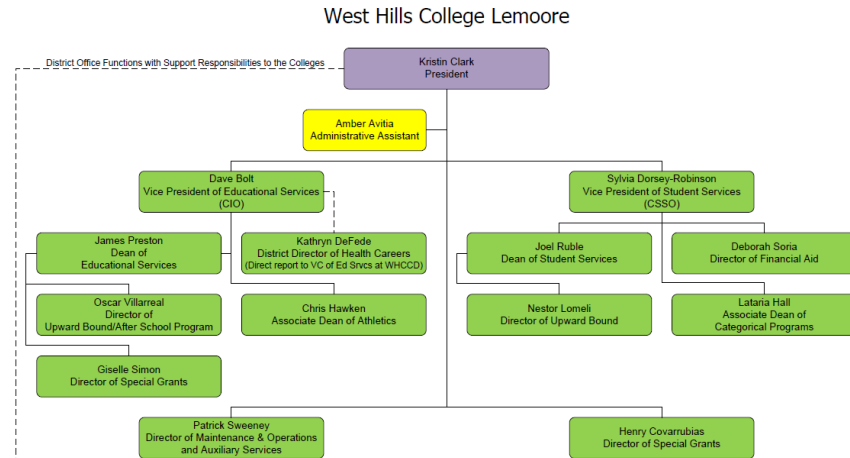
The academic structure at West Hills College Lemoore (WHCL) consists of six learning areas; there are no divisions as typically represented in community colleges. Learning areas provide for reflective conversation and continuous quality improvement. WHCL learning areas include Math and Science, Social Science, Career Technical Education, Arts and Letters, Health and Wellness, and Counseling.

Faculty and administrators representing each learning area meet on a regular basis to discuss curriculum, student learning, programs, and services. (59) Curriculum and Academic Senate Representatives from each learning area share recommendations, feedback and ideas with governing bodies. The Curriculum

programs and services.

Committee and Academic Senate review, monitor and approve curriculum. (135)

The administrative structure of learning and student services at WHCL involves:



WHCL has an established Curriculum Committee with a membership structure agreeable to the College administration and the Academic Senate. The College Academic Senate delegates to the Curriculum Committee, without forfeiting its rights or responsibilities under California Education Code, the duty to establish prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment through the curriculum review process. (409) The WHCL Curriculum Committee also reviews courses and prerequisites in a manner that meets California Education Code requirements and the College curriculum review process. The College reviews each prerequisite, corequisite, or advisory to establish each is supported by discipline faculty, Curriculum Committee, in compliance with all other provisions of California Education Code.

West Hills Community College District (WHCCD) Administrative Procedure 2510 recognizes the WHCCD Board relies primarily upon the Academic Senate for:

- curriculum development
- establishing prerequisites and placement of courses within disciplines
- standards or policies regarding student preparation and success
- degree and certificate requirements
- grading policies (406, 408)

In keeping with the spirit and intent of the WHCCD Board shared governance of the College, the Academic Senate provides, as an information item to the District Leadership Council (DLC), any action taken by the Senate on the above listed curriculum matters. Once reviewed by the DLC, the policy is sent to the District chancellor for placement on the WHCCD Board of Trustee meeting agenda. Recommendations by the Academic Senate are normally accepted. The Academic Senate mutually agreed to meet with appropriate administrators and constituent groups to formulate recommendations, review policy, provide a mechanism for participatory governance, and bring recommendations to the DLC. All Academic Senate council meetings and College participatory committee meetings are open to staff and students for comment, as prescribed in California Education Code.

WHCCD Program, Curriculum and Course Development policy (Board Policy/Administrative Procedure 4020) states College programs and curricula of shall be high quality, relevant to community and student needs, and evaluated regularly to ensure value and currency. (144, 145) Academic Senate and faculty involvement in all curriculum processes, new courses, new programs, and program deletions are recommended by the College Curriculum Committee to the College chief instructional officer (CIO). Each College Curriculum Committee chairperson, CIO, president, and the vice chancellor of educational services and workforce development meet to review the proposed Curriculum Action Reports (CARs) to verify adherence to District policy and California Education Code. The College president submits a recommended CAR to the District chancellor for WHCCD Board of Trustees consideration and subsequently to the California Community College Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program are approved by the WHCCD Board. Non-degree applicable credit and degree applicable courses that are not part of an existing approved program must satisfy the conditions authorized by the California Community College Chancellor's Office and California Education Code. Courses that are not part of an existing or planned program must be approved by the WHCCD Board.

Analysis and Evaluation

WHCL Curriculum Committee meetings are open to the public. The WHCL Curriculum Handbook outlines the campus curriculum process and membership. (135) The California

Community College Chancellor's Office Program and Course Approval Handbook is referenced and guides the College curriculum review process. (410)

The agenda for each meeting is prepared by the faculty co-chair and posted on the College portal team site at least 72 hours in advance of a meeting. All meeting minutes are published on the portal following approval by the committee. As a subcommittee of the Academic Senate, Curriculum Committee meetings adhere to the California Education Code.

After the curriculum is approved at the College level it is placed on a Curriculum Action Report (CAR) and passes through District approval processes. (411) The Curriculum Committee provides a checklist of required forms for course approvals to address issues such as distance education, adopted textbook, and content review.

WHCL Curriculum Committee documents are noted on the College portal in discrete folders entitled Textbook Adoption Forms, Technical Review Committee, First Reading, Second Reading, Final Approved Course Outlines-No Board Approval, and WHCL Approved Course Outlines-Board of Trustee Approval. This organizational system presents opportunities for all faculty and staff to access curriculum forms and related documents (i.e., California Community College Chancellor's Office Program and Course Approval Handbook) and view curriculum submissions, progress, and approvals. The portal houses curriculum forms and documents, agendas, and minutes. The Curriculum Committee meets bi-monthly and offers a committee schedule to encourage stakeholder participation.

Evaluation of faculty and staff knowledge pertaining to curriculum processes and responsibilities is assessed using the District's annual function map survey. Under Curriculum Development, 7.75 percent of respondents believe curriculum is a centralized function while 88.03 percent state it is decentralized. Almost 50 percent of respondents stated the current process 'works well' or 'works adequately', 14.5 percent were neutral and 19 percent said it 'needs improvement' or 'does not work well' indicating this may be an area for improvement. (351) The survey is given to all District employees at both Colleges, and many respondents are not linked directly to the WHCL curriculum processes. Reporting function map survey results with disaggregated and combined College data was discussed at participatory governance committees in fall 2016.

IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change and other key considerations.

Recommendations from these conversations are reflected in the agendas for the 2016/2017 Curriculum Committee season. (412)

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) gathers data and obtains diverse perspectives and recommendations from administrators, faculty, staff, and students through focus groups, surveys, campus committees, and student organizations. The institution ensures institutional matters are discussed, aligned, and implemented in a timely manner with insight from area experts. For instance, when the College was considering applying for a national open educational resources grant, faculty engaged in the decision to submit an application helped prepare the grant application.

Analysis and Evaluation

College constituent expertise and areas of responsibility are valuable in institutional planning, policy development, and curricular changes. The open educational resource project to reduce textbook cost for students is one example where faculty were instrumental in driving research and analysis to develop and implement open educational resources, which consequently aligns with the District Strategic Plan. The West Hills Community College District (WHCCD) Board of Trustees approved Board Policy 4042 (Open Educational Resources) which was widely vetted through the Academic Senate and the Planning and Governance Council. (413)

A second example is the College's participatory process in Achieving the Dream (ATD) initiative. Beginning with the ATD mission:

To lead the most comprehensive, evidence-based reform movement for community college student success in higher education history, resulting in significantly improved lives and greater global economic competitiveness for the United States.

WHCL created the ATD Core Team that meets monthly and engages 'faculty, staff, administrators, and ATD partner "experts"' to identify and address issues related to high enrollment/low success courses. Student focus groups helped the Core Team better understand student perspectives and barriers to inhibiting success so ATD initiatives could be created to enhance achievement in math, English, and interdisciplinary studies

courses. Core Team members work with and through the College committees and learning areas to adopt the ATD priorities. ATD subcommittees include the Data Team, Focus Group Team, and Implementation Team. (33) Collectively, ATD teams establish data-driven goals to direct strategies for increasing completion among target populations including:

- faculty and students focus groups centering on high enrollment/low success rate courses.
- faculty and staff attendance at conference and workshops with themes addressing student success and teaching/learning.
- faculty participation in the teacher Trade-n-Talk program where faculty observe each other, attend roundtable discussions and reflect on best practices.
- faculty involvement in the Innovate Faculty Summer Institute featuring hands-on, interactive, project-based workshops to help faculty develop materials and engage in best practices.
- development of interventions for Math 61 (elementary algebra), English 51a (one level below transfer English) and IS 1 (college success) courses
- implementation of CTE academies, the first academy in programming provides students with coding skills to design websites and understand software applications.

With stakeholder collaboration across all constituencies, WHCL established an Equity Committee with representatives from administration, faculty, classified staff, and students. With assistance from the District research analyst, the College determined disproportionately impacted student groups using indicators of access, course completion, ESL and Basic Skills placement, degree and certificate completion, and transfer. (48) The Integrated Student Success Committee is recommended the hiring of a transfer counselor and equity coordinator to increase cultural awareness activities and support to students and increase professional development on cultural relevancy and diversity to campus personnel.

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

West Hills College Lemoore (WHCL) has dedicated faculty, staff, and administrators who work together to develop procedures and processes. The governance structure supports a communication strategy to disseminate information and decisions about the college to respective constituency groups. With a multiple-hat scenario in mind, Student Success Teams were created with the same goal in mind to support student success by enhancing interactions and communications with students to address short- and long-term development. (414) These structures have given constituent groups the ability to widely communicate decisions and information about initiatives ranging from open education resources to Achieving the Dream. Among their members there is a desire to build additional communication structures for sharing information about institutional decisions, plans, and processes across constituent groups.

Although the College has done a fairly good job in communicating the planning and governance process, the results of the function map survey and comments from faculty and staff indicate a need to improve communication. Therefore, the amount of participatory, regulatory, informational, and supportive communication needed to guide, plan, manage, implement, assess, and improve in these conditions has led to the College Quality Focus Essay (QFE) action items Communication and Using Evidence for Continuous Improvement.

Analysis and Evaluation

The adoption of the 2016-2017 Planning and Governance Manual instills the demand to build an internal campus communication and evidence culture.

Although function mapping and communication are assessed on a biennial basis (2011, 2013, 2015) its evidence provides a general assessment as a starting point to improve College communication processes. (351) If a percentage of College stakeholders believe a committee or process is centralized or decentralized, or if they view a particular area as effective or ineffective, this information serves as a question for assessment. The College president disseminates communications to campus constituent using the College portal and email, as well as participates in dialogues with campus and district personnel during professional development and duty days. However, a communication culture needs to be developed so faculty and staff learn to interpret data and

IV.A.7

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

understand how community college regulations, funding, and processes work beyond the campus community. Action items that center on communication and data interpretation are detailed in the quality Focus Essay.

Evidence of Meeting the Standard

Leadership roles including institutional governance and decision-making policies, procedures, and processes are regularly evaluated to assure integrity and effectiveness. All committees create a year-end summary report to review annual accomplishments against institutional goals and standards. (415) Significant items are noted, as well as goals to be completed with suggestions for improving participatory governance. Each year improvements are incorporated and processes are updated or revised as necessary. Actions of the Planning and Governance Council (PGC), its committees, and the Academic Senate are communicated campus wide each month; however, the College has identified a need to enhance effective communication of decision-making processes across constituent groups. This challenge led to the Quality Focus Essay content for the 2017 self-evaluation cycle.

Analysis and Evaluation

The participatory governance structure is continuously evolving and improving, with all constituency groups actively participating in PGC discussions. The Planning and Governance Manual is reviewed annually to certify structures are functioning well. For clarification, minor additions to the Planning and Governance Manual were added in fall 2016.

The self-evaluation validation process of the PGC and its standing committees provides a purposeful context for identifying improvements in the College governance structures. PGC Committees regularly examine their work and documents and make changes as needed. College-wide participatory governance committees regularly undergo a process of self-evaluation, validation, and recommendations for improvement using data from the biennial West Hills Community College District (WHCCD) Committee Communication and Effectiveness Survey. Changes arising from survey recommendations are communicated, discussed, and acted upon by the appropriate bodies.

The WHCCD Office of Institutional Effectiveness, Research and Planning produces a biennial function map survey to assess staff opinions regarding functions being centralized at the District or

decentralized at the College. Results are used for continuous improvement. In 2016 West Hills Community College District Function Map Survey results showed 80.14 percent of respondents selected Program Development and Review as a College function. Findings also indicated 78.01 percent cited Schedule Development and 88.03 percent identified Curriculum Development as College functions. Survey results show these areas are perceived to be local; however, data are not used to validate decisions within each of the areas noted. (351) This occurs, in part, because of the transitional culture of West Hills College Lemoore as a small college (having a wealth of anecdotal data from students, counselors, and local employers) to a medium-size college (needing a solid program review process that evolves from SLO assessment).

The WHCCD Office of Institutional Effectiveness, Research and Planning provides data for program reviews; however, professional development must support that the application of quantitative data, in partnership with qualitative (experience and opinion), toward measurable and effective processes that promote student success and address institutional mission, goals, and set standards. This area of development is discussed further in the Quality Focused Essay.

IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness.

Evidence of Meeting the Standard

West Hills College Lemoore's third president began her tenure in January 2016 when the former president retired after serving the West Hills Community College District for 29 years (11.5 years as West Hills College Lemoore president). In an effort to better understand the College governance structure and institutional processes, the new president reviewed the Planning and Governance Manual and identified changes since the manual was last updated leaving inaccuracies between the manual and current practices. For example, the Facilities, Safety, and Auxiliary Services Committee was listed in the manual but was no longer active.

As a result, the president led a college-wide effort to engage campus discussions to revise the Planning and Governance Manual to accurately depict the College philosophy, planning, governance, and constituent participation. (20, 58)

Although the participatory governance committees were being assessed through a biennial survey conducted by the District Office, there were no documented, formal mechanisms for using

survey data to validate effectiveness of the governance process. In fall 2016 the president asked the College to revisit the Planning and Governance Manual to ensure it specifies the formal process for reviewing biennial survey data for institutional effectiveness.

Analysis and Evaluation

As a member of the Chancellor's Executive Cabinet, the president participates in the development of institutional goals, policies, and procedures. The president leads the College annual strategic planning meetings, oversees the budget, and approves professional development opportunities for personnel. As the Chair of the College Planning and Governance Council, the president facilitates program review and student learning outcomes (SLO) approvals. The president holds strategic planning sessions to warrant data driven decisions align with the College mission, goals, and institution-set standards.

To ensure the acquisition of new knowledge and skills development relating to job responsibilities for the institutional environment, the president participates in professional development activities such as:

- ACCCA (Association of California Community College Administrators) Annual Conference
- CCC League Annual Conference
- CCCAA (California Community College Athletic Association) Bi-annual Conference
- CCCAA Management Council Annual Retreat
- California CEO Annual Conference
- AACC President's Annual Summer Institute
- Achieving the Dream (ATD) Annual Conference and trainings
- Lemoore Chamber of Commerce Annual Board training
- Kings Economic Development annual Board meetings

IV.B.2

The CEO plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size and

Evidence of Meeting the Standard

The College president has the authority to define organizational structure and staffing to reflect the institutional purpose, size, and complexity. The organization has 13 administrators and shares one administrator with West Hills College Coalinga, 43 full-time faculty, approximately 110 adjunct faculty, and 66 classified staff. Child Development Centers are located on the West Hills College Lemoore campus and employees in those facilities are considered District employees. The Child Development Centers at West Hills

complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

College Lemoore employees a site supervisor and 44 classified staff.

The president delegates authority to administrators and others as appropriate and consistent with job descriptions and departmental responsibility. The College organizational chart reflects duties and responsibilities of leadership and reporting structure.

Analysis and Evaluation

Retirements in two critical positions lost during 2008-09 were not replaced due to budget cuts caused by the recession. The Athletic Director (AD) position was eliminated and the duties replaced with a faculty member/coach on release time. The Maintenance and Operations Director (M and O) vacancy was filled internally with a skilled maintenance worker. Shortly after arriving in January 2016, the president determined that the current administrative structure created safety and liability concerns without these positions. As a result, the president discussed the need to rehire these positions with various constituents and participatory governance committees. A new M and O Director was hired in August 2016 and a new Associate Dean of Athletics in September 2016.

Prior to the new president's arrival in January 2016, the former president scheduled monthly President's Executive Cabinet (PEC) meetings with the West Hills College Lemoore management team. These meetings provide an opportunity for the management team and president to communicate on a regular basis and help the president assess the effectiveness of campus operations and the organizational structure. The current president has continued monthly PEC meetings. In addition, she has added biweekly Executive Team meetings with the vice president of educational services, vice president of student services, dean of educational services, and dean of student services. These meetings aid the president in evaluating the administrative structure, address areas of concern, and delegate responsibilities as appropriate. For example, the president created a Project Tracker which delineates responsibilities, deadlines, and categorizes each college projects (i.e., mission, accreditation, planning, efficiency, enrollment, facilities, student success, or training). (350) The Project Tracker is reviewed and updated at each President's Executive Team meeting. (226)

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) Board of Trustees has developed policies and procedures (Board Policy/Administrative Procedure 2433) defining and delineating the role of the College president. (11, 416) The West Hills College Lemoore (WHCL) president guides institutional improvement by chairing and participating on several campus committees such as the Planning and Governance Council (PGC) to establish a collegial process that sets values, goals, and priorities for the College using student success and learning outcome data. The president confirms all College processes and institutional performance standards for student achievement are reviewed and approved by the PGC. Achievement standards are guided through the College strategic planning process and key performance indicators (KPIs).

The president makes certain institutional planning and improvement efforts are achieved through the appropriate approval processes in accordance with adopted College and District policies and procedures. In addition, the president assures appropriate data from the Office of Institutional Effectiveness, Research and Planning at the WHCCD Office is provided for program reviews and institutional planning. (189)

The president confirms educational and resource planning are integrated by verifying budget requests and allocations to support student achievement and learning, are identified and justified through the program review process, or identified through strategic planning and verified by the Budget Allocation Committee (BAC). In accordance with Board Policy/Administrative Procedure 6200, Administrative Procedure 6225, and the Planning and Governance Manual, the president guides budgetary decisions in accordance with College procedures and governance structure. (354, 355, 356)

Administrative Procedure 2433, Delineation of Authority to District Chancellor and College Presidents, dictates:

It is the role and responsibility of the President to provide leadership of campus level discussion and the shared governance process. The President leads decision making at the College level which directly affects the operation of the College. It is the responsibility of the President to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. It is further

achievement and learning; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

the responsibility of the President to promptly communicate College and District decisions to all staff. (416)

Analysis and Evaluation

The District Strategic Plan, WHCL Strategic Plan, College mission statement, comprehensive program review, and SLO assessments are used in institutional planning and resource allocation. WHCL receives an annual allocation from the WHCCD to support student learning programs and services. Through the College program review process, WHCL allocates resources based on assessments that demonstrate the need for improvement.

Staff, faculty, and administrators submit data requests to the WHCCD Office of Institutional Effectiveness, Research and Planning using the WHCCD website. The WHCCD research analyst posts reports on the Office of Institutional Effectiveness, Research and Planning webpage located on the WHCCD website and WHCCD Reporting portal site. WHCCD Reporting provides data that is regularly updated and used for program reviews, strategic planning, student learning outcomes, midterm reports, the Student Equity Plan, the Student Success and Support Plan, basic skills, and other categorical reports and plans. All reports and plans are reviewed and approved by the Planning and Governance Council which is chaired by the president.

The College president requested alignment and integration of various College plans, including the Student Equity Plan, Student Success and Support Program Plan, Title V Grant, Basic Skills Initiative grant, and Achieving the Dream Initiative. This resulted in the creation of a crosswalk to ensure greater connection between campus programs. (68) This process allows the College to prioritize planning, implementation, and spending for services that connect to the College mission, strategic plan, institutional goals, and key performance indicators.

The College follows participatory governance guidelines and processes for financial planning and budget development. All constituents have appropriate opportunities to participate in the development of institutional plans and budgets. Each Area Budget Committee (ABC) submits a prioritized budget request list to the Budget Allocation Committee (BAC). Upon review by the BAC the cumulative list is again prioritized and the results are given to the Planning and Governance Council (PGC). The PGC forwards recommendations to the College president, who reviews

all requests with senior staff on the President's Executive Team. Should the need arise for an exceptional expenditure, the program brings the request forward through the established committee process and the president brings the request to the Chancellor's Executive Cabinet. The president outlines budget priorities in the Chancellor's Executive Cabinet monthly meetings attended by executive staff and includes the deputy chancellor.

The College will benefit from a more formalized process of evaluating institutional effectiveness and internal processes. The 2016-2017 review of the Planning and Governance Manual included assessment of potential process improvements. Multiple conversations over spring and summer 2016 at accreditation meetings, participatory governance committee meetings, professional development days, and communications between the accreditation liaison officer and president (forums, email and newsletters) created anecdotal evidence to increase stakeholders involvement and opportunities for responsibility at the College. Beyond enthusiastic attendance at workshops on topics addressing College mission, self-study, Quality Focus Essay, program development, enrollment management, and budget processes, further evaluation of the College and its processes are needed. As the College grows and the governance structure becomes more complex, the higher the need for relevant and accurate information gathering and clearly defined processes for all stakeholders. This subject is further developed in the Quality Focused Essay.

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards and Commission policies at all times. Faculty, staff and administrative leaders of the institution also

Evidence of Meeting the Standard

The College president serves as the Chief Executive Officer (CEO). The president ensures that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Campus leaders have served on several accreditation teams, participated in community training activities, attended informational sessions and workshops, and receive regular updates on policy changes and other matters related to compliance with accreditation processes and requirements.

Analysis and Evaluation

The West Hills College Lemoore president is thoroughly engaged in accreditation efforts and views the self-study as an integral part of her leadership responsibilities. The president's specific concern, borne largely out of ensuring that the College meets or exceeds Accreditation Standards, is centered upon how the

have responsibility for assuring compliance with accreditation requirements.

institutional structure effectively “closes the loop” between program review and resource allocation. Toward this end, a major emphasis of the 2016-2017 Planning and Governance Manual details the budget allocation process and participatory decision making at all phases of budget prioritization.

The president’s role is to certify the Accreditation Steering Committee works to meet the accreditation standards. The Accreditation Steering Committee, under the leadership of the accreditation liaison officer, provides oversight in the development of the self-evaluation report, evidence collection, and verifies institutional compliance with the accreditation process. Each individual standard has both an administrative co-chair and a classified and/or faculty co-chair responsible for gathering input from team members (i.e., narrative, documentation, and evidence).

Since the president is responsible for Accreditation Standards, she has used every opportunity to educate the College community about the accreditation process. In summer 2016, the president hosted 14 “reading sessions” with Accreditation Steering Committee members and anyone else who opted to attend. The purpose of these sessions were to assess progress of early self-evaluation report drafts and evidence. In the College portal, folders were created for document review and editing as well as timelines, role definitions, and assignments. One significant finding made by the Accreditation Steering Committee was the need to update the College mission statement due to changes in ACCJC expectations since the previous 2010 self-study report. An *Eagle Vision Planning* session was held in September 2016 to support participatory governance in revising the College mission. (67)

The president also hosted campus forums in October 2016 to provide an opportunity for constituents to provide feedback regarding the accreditation process, discuss changes in the governance process, and converse about the Quality Focus Essay.

IV.B.5

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

Evidence of Meeting the Standard

The president is charged with ensuring the College adheres to all state and federal regulations, and is in compliance with all West Hills Community College District (WHCCD) board policies and regulations. The president attends monthly Chancellor’s Executive Cabinet, District Leadership Council, and WHCCD Board of Trustees meetings where district wide issues are discussed to

assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

ensure practices on each campus are consistent and compliant with California Education Code and other state and federal mandates.

The president maintains primary responsibility for college budget oversight and management. She has 17 years of experience in California Community College administration with direct experience in federal regulations, California Education Code, and relevant state statutes.

Analysis and Evaluation

The president plays an active role in the development and revisions of board policies and administrative procedures. For example, the president has presented editorial recommendations to the Chancellor's Executive Cabinet for the revision of board policies and administrative procedures related to facilities use, student conduct, and sexual misconduct. In fall 2016, the president identified a need and advocated for improved training for budget managers throughout the District. As a result, individual trainings with department managers were scheduled to assure proper oversight of department budgets.

IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The College president/CEO is a board member of the Kings County Economic Development Corporation (EDC) and the West Hills Community College District (WHCCD) Foundation. This experience provides the president/CEO an opportunity to regularly communicate and share information about campus programs and initiatives with other county board members and donors.

The president/CEO has regular and open dialogue with the community. The president is currently a member of the Central Valley Higher Education Consortium (CVHEC) Executive Council, which includes CSU Fresno, Fresno Pacific University, UC Merced, and other area community colleges. She serves on the WHCCD Bond Oversight Committee and the West Hills Community College Foundation Board. (417, 418, 419)

Analysis and Evaluation

New to the Central Valley, the president is in the process of meeting local constituents and building relationships and networks with community partners. Since she started in January 2016, the president has made presentations to local organizations such as the

Lemoore Rotary Club, Lemoore Kiwanis Club, and the Lemoore Chamber of Commerce. She has attended numerous functions including Lemoore Chamber of Commerce dinners, Kings County Economic Development Corporation dinners and the California Governor's Military Council visit. She regularly meets with local constituents including Naval Air Station Lemoore leadership, representatives from local legislators' offices, and local school district superintendents and principals. The College president visits each high school partner to collaborate on educational needs and services. Additionally, a strategic planning session occurs annually with all College stakeholders including faculty, staff, students, administrators, and community members.

In August 2016, the president hosted the first annual President's Scholars Breakfast attracting WHCCD scholarship donors and scholarship recipients to help donors understand the importance of their contributions toward the WHCCD Scholarship Foundation Fund and the lives of students.

WHCL is a community hub for outside organizations to gather for conferences, conventions, trainings, fundraisers, and other community events and activities. The President's contacts and relationships have helped make WHCL a Central Valley community center. (420)

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The West Hills College District (WHCCD) Board of Trustees is authorized by the California Legislature, in accordance with California Education Code. The Board consists of seven members elected by voters within the district. The Board of Trustees approves all courses, both credit and noncredit, as well as degree and certificate programs. The Board, through policies and procedures, exercises oversight of student success, persistence, retention, and the quality and integrity of instruction.

The Board sets policies and monitors College programs, services, planning, and authenticates that the institutional mission reflects Board policies and administrative procedures. In addition, Trustees establish policies related to fiscal integrity and stability, student equity and conduct, accountability, and accreditation. (22, 23) The Board receives and reviews College information and sets policy to ensure quality and effectiveness of student learning programs and services, as well as financial stability. The Board also gets monthly financial reports, to closely monitor the fiscal stability of the District and colleges. (421)

Analysis and Evaluation

The WHCCD Board of Trustees is the authority and is responsible for, all aspects of the institution as stated in District policies and administration procedures. Trustees exercise legal authority and fulfill responsibilities specified in District policies and the law. Board agendas are detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, agendas, information packets, reports, and minutes.

The West Hills Community College District Board of Trustees upholds educational quality through an array of evaluation tools. These tools include the West Hills Community College District Strategic Plan, Student Success Scorecard, College and District program reviews, Board Policy 6200 (Budget Preparation), Board Policy 4020 (Program, Curriculum and Course Development) and Board Policy 2410 (Policy and Administrative Procedure). (29, 40, 78, 131, 145, 354) The Board of Trustees has final approval of Curriculum Action Reports for the College. College and District financial reports and presentations are routinely provided at monthly Board meetings. Annual District financial audits are conducted by external auditors and passed to the Board of Trustees for review and action if necessary. (14)

Board policies governing academic quality are routinely reviewed for compliance and effectiveness, and updated as needed. Trustees routinely review with input from the faculty, students, and administrative leadership, and set policy to strengthen institutional effectiveness. The Board receives monthly, quarterly, and semi-annual financial reports and information, including enrollment projections, bond construction updates, and acts in accordance with established fiscal policies.

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) Board of Trustees is a highly engaged in College business, academic programs and services, and related activities. Board members have diverse backgrounds and perspectives they bring to their positions. At meetings, Board members participate in discussions about agenda items and share individual viewpoints. However, once decisions are reached and members have voted, the Board moves forward in a united fashion.

Board policies and procedures provide a framework for collective action and guide discussions, voting, and behavior during and

outside of meetings. Board members are able to engage in debates and present multiple perspectives through open discussions while still reaching collective decisions and support decisions once made. Five of the seven trustees have each served over 19 consecutive years on the Board, two trustees replaced retirees with decades of individual service.

Analysis and Evaluation

WHCCD Board of Trustees meeting minutes are available on the District website which is linked to BoardDocs and shows voting patterns and actions taken on agenda items. Minutes, policies, and procedures are also available on the District website and Board Docs. (405)

Board Policy/Administrative Procedure 2745 (Board Self Evaluation) stipulates that the Board acts as a whole, not as individuals. (422, 423) The Board's commitment to act as a unified body is reflected in their Code of Ethics/Standards of Practice (Board Policy/Administrative Procedure 2715). (424, 425) This statement is also noted on the Board of Trustees webpage located on the District website. Recent examples of decisions where Trustees have held divergent views yet acted as a collective unit include construction of a new District Office, funding for the Farm of the Future, construction changes to the West Hills College Lemoore Student Union, bond measures and related refinancing or refunding of bonds, North District Center project process and timeline, and District architectural firm-related matters.

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) Board of Trustees follows California Education Code and Board policies in the selection and evaluation of the District chancellor and College presidents. As established in board policy and administrative procedure Board Policy/Administrative Procedure 2431 (Chancellor Selection), the Board of Trustees establishes the process for selection of the District chancellor and establishes methods of ensuring continuity in case the chancellor leaves stipulated in Board Policy 2432 (Chancellor Succession). (426, 427) Board Policy 2430 (Delegation of Authority to Chancellor) establishes the goals and evaluation of the chancellor in accordance with the job description. (428)

Analysis and Evaluation

The WHCCD Board takes its responsibility for selecting and evaluating the chancellor following a set selection and evaluation process. In turn, the chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, the deputy chancellor, the vice chancellor, the executive director of the West Hills Community College Foundation, and the director of marketing, communications, and public information).

With assistance from the office of Human Resources, the chancellor and WHCCD Board abide by selection and evaluation requirements for its senior administrators. The West Hills College Lemoore president was hired in January 2016. A new West Hills College Coalinga president will be hired in 2017. A new WHCCD chancellor will be hired by June 2017.

In the selection of the WHCCD chancellor, the Board of Trustees appoints a search firm, consultant, or adviser to assist in the recruitment and selection process. The Board of Trustees is involved in and/or informed of the search process at every step. The search process includes: planning meetings; brochure and advertisement development; applications for interested stakeholders to serve on the screening committee; appointment of screening committee; rating and selection of candidates to interview; initial and final interviews; and selection and approval of the new chancellor (Administrative Procedure 2431). (426)

The Board periodically evaluates the performance of the chancellor. Such evaluation includes an assessment of both performance strengths and weaknesses, working relationship between the Board and chancellor, chancellor's relationship with District and College personnel, students, and community, progress of the District in achieving District goals, and the Board's effectiveness in providing direction to the chancellor (Board Policy 210). (429)

Employment of Educational Administrators (Board Policy and Administrative Procedure 7250), which includes the West Hills College Lemoore president, classified educational administrators as employed by the Board in a supervisory or management position defined in Government Code Sections 3540, et seq. (430) There is not a separate Board policy on the selection of college presidents as there is for the chancellor. Educational administrators are those who exercise direct responsibility for

supervising the operation of or formulating policy regarding the instructional or student services programs of the District. The Confidential and Management Evaluation (Board Policy 214) policy guides evaluation of college presidents. (305) The annual evaluation process includes one or more of the following: results of surveys and interviews of students, faculty, peers, community members, or others, as well as commendations and any other procedures as agreed upon by the president and his/her supervisor, the WHCCD chancellor.

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) Board of Trustees consists of seven members elected every four-years, staggering terms, by qualified voters of trustee areas composing the West Hills Community College District (Board Policy 210). (431) The student member, selected by the Associated Students is entitled to participate in discussion of issues and receive all materials presented to members of the Board (except for closed session items) (Board Policy 2015). (432)

The Board is committed to fulfilling its responsibilities to:

- represent the public interest;
- establish policies that define the institutional mission and set prudent, ethical, fiscal and legal standards for college operations;
- hire and evaluate the chancellor;
- delegate power and authority to the chancellor to effectively lead the district;
- assure fiscal health and stability;
- monitor institutional performance and educational quality; and
- advocate and protect the district's interests as they pertain to the mission.

The Board of Trustees operates under the Code of Ethics/Standards of Practice (Board Policy 2715) to make decisions that give priority to students. (424)

Board Policy 2710 (Conflict of Interest) ensures there are no actions by any Board member incompatible, have financial interest, or receive gifts that would unduly influence decisions. (357) The Administrative Procedure 2712 extends conflict of interest assurances to all designated employees which includes the Board of Trustees. (359) Further, this policy addresses the

Political Reform Act of 1974 and the Fair Political Practices Commission regulations to ensure that no Board action is unduly influenced by political pressure. Board policies mandate the Board act as an independent policy-making body reflecting the public interest.

Analysis and Evaluation

The WHCCD Board ensures the colleges have the necessary resources to deliver quality academic programs and services. Board support is evidenced in budget policies, budget development calendar, and tentative and final budgets, which are reviewed and approved following substantial examination and discussion. Allocation formulas are implemented to certify appropriate distribution of funds consistent with the District and College mission to support integrity, quality, and improvement of student learning programs and services.

The Board maintains its independence as a policy-making body by studying materials in advance of meetings, being well-informed before engaging in WHCCD business, and asking questions and requesting additional data or information as needed. Before each Board or committee meeting, members receive an agenda and details on pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters.

Members of the public have the opportunity to express their perspectives during the public comments section at each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations.

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity and improvement of student learning

Evidence of Meeting the Standard

The Board sets and updates policies consistent with the District's mission and monitors operations to ensure the quality, integrity, and improvement of student learning programs and services. Active faculty participation through the College Academic Senate provides the Board with professional expertise in academic quality.

The Board's policies regarding educational programs and academic standards validate the mission of West Hills Community College District as a trusted steward who actively engages,

programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters and financial integrity and stability.

encourages, enriches, and empowers students, faculty, staff, and communities to reach their full potential academically, socially, and economically (Board Policy 1200 Board Duties and Responsibility). (433) Additionally, per Board Policy 2200 the Board of Trustees exercises oversight of the Colleges through policies and administrative procedures that set standards for the College including their educational programs, graduation requirements, and curriculum development. (328) Board Policy 2410 (Policy and Administrative Procedure) outlines the process for regular review and revision of existing policies and the development of new policies to ensure compliance with state and federal laws. (78)

Analysis and Evaluation

Quality student learning programs and services are described in the District's Philosophy of Education (Board Policy 101) and Educational Goals (Board Policy 102) addressing general education, occupational preparation, transfer preparation, community needs, and recruitment. (434, 435) There are specific policies focusing on General Education (Board Policy 117), Occupational Preparation (Board Policy 119), and services such as Counseling (Board Policy 120) and Library (Board Policy 121). (436, 437, 438, 439) The Board establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination.

Board policy mandates a 5 percent minimum financial reserve. The current reserve exceeds 10 percent. Use of contingency reserves is only authorized upon the recommendation of the district chancellor, deputy chancellor, and requires a majority vote of the Board. (421)

The Board of Trustees is apprised of and assumes responsibility for all legal matters associated with the operation of the colleges and the Child Development and Occupational Education facilities. Trustees closely monitors legal issues that arise in the District, reviews them in closed session and approve items during open sessions as required by law.

The Board ensures the College has the necessary resources to deliver quality academic programs and services. Board support is evidenced in budget policies, budget development calendar, and tentative and final budgets, which are reviewed and approved following substantial discussion. Financial integrity and stability

are a focus of monthly Board of Trustee meetings; the District holds no debt and has never received a qualified or modified audit.

The standing policies and practice of the Board of Trustees demonstrates they assume ultimate responsibility for policies and decisions affecting educational quality, legal matters, financial integrity, and stability of the West Hills Community College District. The Board holds College presidents and the chancellor publicly accountable for meeting quality assurance standards associated with educational and strategic planning efforts.

IV.C.6

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

Evidence of Meeting the Standard

Governing board membership, elections, orientation, annual retreats, duties, and responsibilities are defined in policies that delineate all structural and operational matters pertaining to the Board of Trustees.

Board Policies published on the District website include Board Elections (Board Policy 2100), Vacancies on the Board (Board Policy/Administrative Procedure 2110), Board Duties and Responsibilities (Board Policy 2200), and Officers (Board Policy 2210). (13, 328, 440, 441, 442)

Operational procedures published include Board Duties and Responsibilities (Board Policy 2200), Committees of the Board (Board Policy 2220), Annual Organizational Meeting (Board Policy 2305), Regular Meetings of the Board (Board Policy 2310), Closed Sessions (Board Policy 2315), Special and Emergency Meetings (Board Policy/Administrative Procedure 2320), Agendas (Board Policy/Administrative Procedure 2340), and Quorum and Voting (Board Policy 2330). (328, 443, 444, 445, 446, 447, 448, 450)

Additional policies related to meetings such as speakers, decorum, minutes, and recordings which guide trustees and inform the public are published on the District website and BoardDocs. These policies are routinely reviewed and updated under the supervision of the Board and chancellor.

Analysis and Evaluation

Board policies and administrative procedures outline the responsibilities of Trustees and methods in which the Board serves and interacts with District stakeholders and community

members. All Board policies and procedures are available on the District website and include approved and updated/revised dates.

District employees and the public have access to Board meeting agendas, minutes, supporting documents, meeting schedules, policies, and administrative procedures on the Board of Trustees webpage located on the District website. The Board Policy and Administrative Procedure Review Schedule is also published on the website.

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) Board of Trustees is aware of and operates in a manner consistent with its adopted policies and procedures. Board policies and administrative procedures are subject to regular review and revision and are fully vetted through the participatory governance process. The Board is actively engaged in regular assessment of its policies to measure effectiveness in fulfilling the College and District missions and efficacy in its commitment to educational quality, institutional effectiveness, and student success.

In accordance with board policy, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with California Education Code. Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with its policies and procedures.

Analysis and Evaluation

Board Policy/Administrative Procedure 2410 (Policy and Administrative Procedure) details why and how policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting. (78) Administrative procedures are issued by the chancellor as statements of methods to be used in implementing board policy and are consistent with the intent of the accompanying board policy.

The chancellor, as the Board's designee, assigns policies and procedures by subject area to members of his/her executive team for review. An employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request in writing to the Chancellor's Office (Board Policy/Administrative Procedure 2410). (79) An annual Board Policy and Administrative Procedure Review Schedule denotes

new and updated policies and procedures to be developed and/or reviewed in the District participatory governance process.

The chancellor refers to the Community College League of California's Policy and Procedure Service for recommended or legally advised language as needed. Detailed processes and timelines for Board policies and administrative procedures review supports and enhances the District mission.

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board of Trustees reviews, discusses, and accepts reports addressing the student learning and achievement. District Strategic Planning (Board Policy 3250) outlines the process for developing College and District plans. (22) The Board reviews, evaluates, and approves academic quality and institutional plans of the College annually. The Board also participates in an annual review and analysis of the State Student Success Scorecard, which reports major indicators of student achievement. Trustees review and approve the College educational and strategic plans every five years, or sooner if requested. Goals are assessed through key performance indicators as outlined in the District Strategic Plan. (40) The Board is regularly apprised with District and College data regarding the progress towards KPIs at Trustees planning sessions.

Analysis and Evaluation

The Board annually reviews student degree awards and transfers to four-year colleges and universities. Trustees also examine key learning indicators and student outcomes. Board agendas and minutes provide evidence of regular review, discussion, and input regarding student success and plans for improving academic quality. The level of engagement, along with knowledge about student learning and achievement, is high due to decades-long service and commitment by Trustees. Board members ask insightful questions and expect honest and thorough responses from College leadership. The Board sets clear expectations for continuous improvement of student learning outcomes. Examples of College programs and events the Board has shown enthusiastic support for include:

- Honor a Hero Hire a Veteran Job and Resource Fair (approximately 80 employers)
- Eagle Dayz (approximately 500 students from feeder high schools)

- Paramedic Program cohort clinical rotations with partnering hospital Kaweah-Delta Medical and Trauma Center
- Second Annual Innovate Faculty Summer Institute (62 participants in summer 2016)
- 14th annual Creative and Cool Community College Camp (175 middle school students)
- Access Learn Progress Succeed (ALPS) academy (20 incoming freshmen)
- SunPower Solar Energy Academy (20 Lemoore High School engineering pathway students)
- President’s Scholars and Corcoran Scholars breakfast reception for awardees and donors (90 scholars in 2015-2016, 82 scholars in 2016-17, and 10 Corcoran promise scholars in 2016-17)
- Three day Success Workshop-Math preparation (48 West Hills College Lemoore students)
- Open Educational Resource (OER) adoptions and grant funding to support development of materials

IV.C.9

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

Evidence of Meeting the Standard

The Board of Trustees includes seven members representing seven Trustee Areas who are elected by the qualified voters of the district. Board members participate in an ongoing training program for board development with a new member orientation. New Trustees were elected in June 2015 and December 2015. Five Trustees have served on the Board for over 19 consecutive years. The elected Trustees serve four-year staggered terms. Elections are held in odd-numbered years.

Analysis and Evaluation

All new Board members participate in a new member orientation before taking office. New member orientations include a history of the district, budget history and “primer,” a review of plans and reports (i.e., strategic plans, facilities plans, self-studies, etc.), and tour the college campuses facilitated by the District chancellor and deputy chancellor.

Board Policy/Administrative Procedure 2740 (Board Education) encourages Trustees to seek professional development opportunities and to attend conferences or workshops relative to the interests of the District. (451, 452) These opportunities include, but are not limited to:

- AACC (American Association of Community Colleges) Annual Convention
- CCLC (Community College League of California) Annual Trustees Conference
- ACCT (Association of Community College Trustees) Conference
- CCLC (Community College League of California) Effective Trustee Workshop in January each year for new board members

In addition to professional development opportunities, Board members also serve as representatives on West Hills Community College Foundation Board, Retiree Health Benefits Plan Investment Committee, Farm of the Future Advisory Committee, and as legislative representatives for Fresno and Kings Counties.

IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training and makes public the results. The results are used to improve board performance, academic quality

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) Board participates in an annual retreat for self-evaluation (Board Policy 2745) and ongoing training on federal and state regulations, policy and procedure development, resource management, human resources, evaluation measures for assessing student learning and achievement, and institutional planning. (422) Board members demonstrate a commitment to fulfill their policy and oversight role and exhibit responsibility for ensuring educational quality.

The Board follows policy to ensure continuity of membership when vacancies have occurred. The staggering structure of Board elections have provided consistency in full membership and incumbents are frequently re-elected to their positions, providing continuity of governance.

Analysis and Evaluation

Annual trustee self-evaluations are conducted at each annual Board Retreat. The evaluation addresses Board Performance Rating and Personal Level of Agreement Rating. Categories for review include mission, planning and policy; Board-CEO relations; community relations and advocacy; educational programs and quality; fiduciary role; human resources and staff relations; board leadership; board meetings; and board education. Additional open-ended self-evaluation questions (12) address strengths, areas for improvement, operations, and relationships. Board goals are also defined and developed for the coming year.

and institutional effectiveness.

Board of Trustees self-evaluation reports are archived on the District website for public viewing. (453) In addition to the self-evaluation, Trustees develop a remediation plan to address results as detailed in Administrative Procedure 2745. (423)

The Board self-evaluation process has facilitated a focus on appropriate roles and responsibilities in policy-making and District accreditation activities in an effort to help promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, goal-setting, and self-evaluation activities, to increase knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and chancellor are committed to continuously improve the Board self-evaluation process to improve learning outcomes, promoting and sustaining academic quality, institutional effectiveness, and overall student success.

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with

Evidence of Meeting the Standard

West Hills Community College District has clear policies and procedures governing the conflict of interest code for Board members and employees (Board Policy/Administrative Procedure 2710 and 2712). (357, 358, 359) Board members receive an initial orientation before taking office, updates throughout the year, and file an annual conflict of interest statement.

An additional Code of Ethics/Standards of Practice (Board Policy/Administrative Procedure 2715) notes ethical expectations and types of violations to include Financial Interests, Fair and Open Decision-Making, and Use of Public Funds. (424, 425) Additional violations relate to sabotaging the work of the Board, attacking other trustees in public, publicly advocating against Board decisions, and making substantial attempts to administer rather than govern which violates the separation of president/CEO and Board roles.

Analysis and Evaluation

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violate code. Board members are required to file conflict of interest forms and annually submit disclosures regarding any personal financial connections to District business, an important consideration in small, rural communities.

the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.
(ER 7)

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively

Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. Board members have no employment, family ownership, or other personal financial interest in the institution.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per board policy, Trustees agree to participate in the development of District policy and strategies while respecting the delegation of authority to the chancellor and presidents to administer operations of their respective institutions. (428) Trustees pledge to avoid involvement in day-to-day operations.

Board delegation of full responsibility and authority to the chancellor to implement and administer Board Policies without Board interference is also evident in the West Hills Community College District function map developed for the Board, chancellor, and District stakeholders. To avoid any perception of interference, Board member inquiries are referred to the chancellor and his designees for response.

Analysis and Evaluation

The Board holds the chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation. Trustees work with the chancellor in setting annual performance goals guided by the job description and District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies. (429)

The chancellor and his executive team support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the chancellor to manage the operations of the District and provide a structure by which the Board holds the

chancellor accountable. The Board and chancellor review function map survey results upon completion. The survey also includes a rating of stakeholder satisfaction for each function area. (351)

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes and the college's accredited status and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board Policy 3200 (Accreditation) stipulates the chancellor ensures the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special certification or endorsement. (454) The chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations as well as any certification process in which Board participation is required. The chancellor provides the Board with a summary of any accreditation report and actions taken or to be taken in response to recommendations in a report.

All Board members are made aware of eligibility requirements and accreditation standards, processes, and requirements. The Board takes an active role in reviewing College accreditation reports and policy-making to support institutional efforts to improve and excel.

The Board evaluates its roles and functions in the accreditation process during its self-evaluation. This includes Board review and approval of the current function map and evaluation of their adherence to the stated roles and responsibilities.

Analysis and Evaluation

Board members receive trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy reference methods to support the College meets accreditation standards.

College presidents routinely provide updates on the progress of accreditation to the chancellor and Board of Trustees in monthly reports. Accreditation documents are reviewed and approved with input by the Board of Trustees.

IV.D.1

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The West Hills Community College District (WHCCD) chancellor engages employees from both colleges to work together towards educational excellence and integrity. Through his leadership, the chancellor has helped establish clear roles, lines of authority, and responsibility between the colleges and District that effectively support the operations of the College.

The chancellor demonstrates leadership by setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events.

The chancellor communicates his expectations of educational excellence and integrity through the selection and evaluation process for college presidents. The chancellor holds presidents to clearly articulated standards of student success, educational excellence, and financial sustainability. He emphasizes expectations in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations.

The chancellor assures support for effective operation of the colleges by meeting with each college president on a regular basis to discuss progress of their annual goals and identify any individual campus concerns, needs, and opportunities. Monthly Chancellor's Executive Cabinet meetings include participation from the District vice chancellor of educational services and workforce development, deputy chancellor, and director of marketing, communications, and public information to communicate college-related information received from the presidents.

Analysis and Evaluation

The chancellor communicates expectations for educational excellence and integrity and assures support for effective operations through regular campus and community meetings, electronic communications, participating in college activities, and attending at community events across the District.

The chancellor provides College staff updates in the form of letters and memos as appropriate. The District hosts leadership retreats and professional development days each semester. The District Marketing Office publishes an online magazine providing information about the District and the colleges. The District

portal is home to many College “team sites” that serve as a platform for information sharing between District and College groups.

In addition, the chancellor:

- invites new faculty and administrators to his home at the start of each academic year and encourages management to attend and welcome new employees
- is participatory and visible at numerous community events and encourages partnerships with businesses, non-profits, and schools
- leads the partnership with the Quay Valley Project
- chairs accreditation site team visits
- leads significant foundation fundraising efforts

Chancellor committee leadership includes the Chancellor’s Executive Cabinet and District Leadership Council. The chancellor is the primary conduit among District cities and philanthropic organizations.

IV.D.2

The district/system CEO clearly delineates, documents and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the

Evidence of Meeting the Standard

The District function map details the division of responsibilities among the Colleges and District. (314) A District survey assesses stakeholder satisfaction of function areas and responsibilities and whether functions are understood to be located/managed by the District (centralized) or by the Colleges (decentralized). (351)

All District and College areas participate in program review and assess their goals and outcomes on service and alignment with District key performance indicators and College strategic goals.

Through District and College program review, the chancellor and Chancellor’s Executive Cabinet evaluate resource allocation and financial accountability and stability policies to ensure colleges receive adequate support and are able to meet accreditation standards. The District has no debt, only operational expenses, and carefully determines growth that best serves area constituents.

Analysis and Evaluation

The District has established resource allocation policies supporting effective operations and sustainability of the colleges and District. These policies are regularly evaluated.

colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources and planning, it is evaluated against the Standards and its performance is reflected in the accredited status of the institution.

IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system.

The district/system CEO ensures effective control of expenditures.

Under the leadership of the chancellor, college presidents, administrators, and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

District and College policies, based on accreditation guidelines, program reviews, and participatory governance, advise and determine service needs and provisions to achieve college missions and the District strategic plan. District budget processes are clearly defined. Many initiatives are grant funded. (455) The District maintains a conservative fiscal outlook with funds available and allotted that support accreditation status.

Evidence of Meeting the Standard

The District maintains a resource allocation procedure that provides for the fair distribution of resources and adequate support assuring effective operations of the colleges. Administrative Policy 6225 (Resource Allocation) outlines the distribution of fiscal resources and details procedures related to allocation, distribution, and reductions in income. (356) West Hills Community College District Board of Trustees budget updates are provided by the District deputy chancellor and detail potential changes in revenue from the State Chancellor's Office.

Analysis and Evaluation

The District resource allocation procedures describe the process for allocating resources to maintain the viability and comprehensiveness of both colleges. Resources are allocated to colleges for the purpose of prioritizing and planning human resources, support and academic programs needed by the colleges which are determined by internal planning processes and program reviews at the College level.

The District has a long history of financial solvency. Colleges within the District follow standards of good practice including the development of an annual financial plan, quarterly status reports, set-aside reserves, and obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. High levels of reserves, currently above 10 percent, have allowed the District to minimize the impact of budgetary cuts to College

operations during California Community College Chancellor's Office revenue downturns.

IV.D.4

The CEO of the district or system delegate's full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The West Hills Community College District chancellor delegates full responsibility and authority to the college presidents and supports them by implementing District policies at their respective colleges. College presidents are held accountable for institutional performance by the chancellor, Board of Trustees, and communities they serve.

The District chancellor and executive administration meet monthly with college presidents in the Chancellor's Executive Cabinet. The chancellor delegates responsibility of College operations to each college president who is accountable for administering and implementing District policies and procedures. The Chancellor's Executive Cabinet meetings serve to review and discuss performance of college presidents and operational issues pertaining to the colleges.

District policy decisions start with the Chancellor's Executive Cabinet and are shared with each campus by the college presidents.

Analysis and Evaluation

The chancellor delegates full authority and responsibility to college presidents to implement District policies without interference. The College president serves as the chief executive and educational leader of the College. The president ensures quality and integrity of programs and services, accreditation status, and fiscal sustainability of the college.

The president is evaluated annually based upon performance of the duties assigned by the chancellor. The chancellor gathers informal input from personnel who report to the president and District level administrators to assess performance and effectiveness of goal setting processes.

IV.D.5

District/system planning and evaluation are integrated with college planning

Evidence of Meeting the Standard

Board Policy/Administrative Procedure 3225 (Institutional Effectiveness) addresses accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines. (456, 457) District Strategic

and evaluation to improve student learning and achievement and institutional effectiveness.

Planning (Board Policy/Administrative Procedure 3250) notes the broad range of integrated planning that occurs:

- Equal Employment Opportunity Plan
- Student Equity Plan
- Student Success and Support Program Plan
- District Strategic Plan
- College Strategic Plan (22, 23, 40, 67)

A participatory governance structure involving District and College constituents is followed to assure all service and function areas receive necessary funds and supports to improve student learning and institutional effectiveness.

Planning and institutional effectiveness are addressed in the College Planning and Governance Manual. The manual is updated regularly, most recently in fall 2016. Board policies, program reviews, student learning outcomes progress, and updates from each standing committee are shared at each College Planning and Governance Council (PGC) meeting. PGC minutes are posted on the College portal for institutional sharing. The president or District level planning group representative presents issues to PGC for comment and approval.

Analysis and Evaluation

The College began preparing its most recent Strategic Plan in fall 2015. The plan was completed in spring 2016 and revised again in fall 2016 following an *Eagle Vision Planning* session. (67, 72) The strategic planning processes involve members from all College constituencies including service area communities. The College has held a number of *Eagle Vision Planning* events during which faculty members, staff, students, and community members shared ideas and comments on the state of the College against key performance indicators. The College Strategic Plan is tied to the District Strategic Plan. (40, 67)

IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely,

Evidence of Meeting the Standard

The College and District communicate effectively through councils, committees, and task groups to ensure timely, effective communication between constituents. The District Leadership Council includes the District chancellor, vice chancellors, Academic Senate presidents from both colleges, both college presidents, and the union presidents who review and discuss topics including proposed board policies and procedures, budgets, and

accurate and complete in order for the colleges to make decisions effectively.

new initiatives. District Education Coordinating Council serves as a district wide curriculum advisory group to ensure consistency in accordance with local, state, and federal policies and procedures. The District Technology Committee with staff and faculty membership from both colleges meet regularly to make certain technology is maintained and conducive for quality education.

Analysis and Evaluation

The District chancellor regularly meets with the College president to discuss campus operations.

District representatives sit and participate on College committees. For instance, the District articulation officer attends and participates on the College Curriculum Committee to assist in evaluating course and program articulation. The vice chancellor of connected learning is a member of the College Open Education Resource Committee to support the cultivation of open education materials adoption on campus.

In addition, the District conducts a biennial College Committee Communication and Effectiveness Survey to examine communication and transparency across WHCL committees (i.e., Student Learning Outcomes Committee, Technology Committee, Planning and Governance Council, Institutional Effectiveness and Program Review Committee, Budget Allocation Committee, Academic Senate, Professional Development Committee, and the Curriculum Committee). The 2015 survey results showed positive ratings while identifying the need for continuous improvement by using data to make informed decisions. This issues is addressed in the Quality Focus Essay.

IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in

Evidence of Meeting the Standard

A function map produced biennially delineates operational responsibilities within the District and Colleges. Function map information and updates are provided by each College president and District staff. The function map is posted on the District website and presented at campus and District level meetings when revised or updated.

Analysis and Evaluation

The District organizational chart is available online and is updated as changes occur. The West Hills Community College District chancellor and College president communicate with individuals

assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

delineated on the organizational chart and the committees within the function map accordingly.

The function map survey is one of the tools used by the District chancellor to assess the effectiveness of District operations. The chancellor solicits feedback on the function map at Professional Development Days and Leadership Retreats. For example, the chancellor discussed the results of the functional map survey at the Leadership Retreat in September 2016. The chancellor received feedback that the survey results could be better utilized if the information was disaggregated by college. (351) As a result, the District Office disaggregated the data and sent it to the colleges for review.

The District publishes basic organizational charts for the chancellor, deputy chancellor, vice chancellor of educational services and workforce development, and the college presidents. The chart shows the structure of the organization and its relationships among its positions or jobs. This graphic illustration shows the flow of authority, responsibility, and communication.

QFE AND INSTITUTIONAL REFLECTION



Quality Focus Essay

The institutional self-study process has provided West Hills College Lemoore the opportunity to examine current practices and identify areas of improvement in student achievement and learning to advance institutional effectiveness.

I. Overview and Background

A. Identification of Action Projects

The self-evaluation report shows a summary of institutional performance against the Standards compiled by the campus community. Information gathering and report writing were used as evaluative method to identify areas requiring attention or improvement. The following focus areas emerged from self-evaluation across the Standards:

- Enhance the use of data, outcomes, and assessment for continuous improvement, resource allocation, and strategic planning
- Improve internal and external communications

Action Project	Anticipated Outcomes	Alignment with Standards
Enhance the use of data, outcomes, and assessment for continuous improvement, resource allocation, and strategic planning	<ul style="list-style-type: none"> • Increase use and understanding of data to align program review and resource allocation in prioritizing College budget requests • Enhance the use of data in facilities planning to improve strategic planning and design of future buildings and space utilization 	I.B.1 III.D.2 IV.A.3 IV.A.6 IV.B.3 IV.D.6
Improve internal and external communications	<ul style="list-style-type: none"> • Implementation of a communications audit to establish a baseline of interactions, contacts, and relationships between constituents and constituent representatives • Improve communications between College constituents, College to current and prospective students, and College to District constituents 	I.B.1 III.C.1 IV.A.6 IV.A.7

B. Action Project Objectives

The action projects are structured as part of College's comprehensive plan to ensure continuous improvement. The primary objective for each project is listed below.

Action Project	Objective
Enhance the use and understanding of data, outcomes, and assessment for continuous improvement, resource allocation, and strategic planning	To foster the practice of data utilization as a function of organizational learning to increase dialogue, improve decision-making and enrich student learning and achievement in accordance with the College mission.
Improve internal and external communications	To enhance campus-wide communications to further develop internal processes and service delivery cultivating student engagement and success.

C. Action Project Philosophy

The self-evaluation process provides an opportunity to outline a comprehensive and deliberate approach to continuous improvement. The action projects identified describe refinements to existing practices in an effort to strengthen alignment and increase effectiveness.

The College believes a systems approach to existing practices will strengthen overall performance at multiple levels of service delivery and enhance student learning to fulfill the organization's mission. The action projects adopted will involve all institutional constituents including faculty, staff, administrators, and students. Review and evaluation of project activities by these stakeholders will foster a shared understanding of institutional strengths and weaknesses including creation of collective strategies, goals, and actions to ensure academic quality and organizational effectiveness.

D. Structure of the Quality Focused Essay

A summary of each action project is delineated in Section II. This section identifies areas of improvement that emerged through the self-evaluation process and current practices requiring expansion to increase organizational effectiveness.

Planning and implementation strategies for each project are described in Section III. The final section outlines proposed timelines and measurable outcomes for monitoring and evaluating action projects.

II. Description of Action Projects

A. Description, Purpose, and Project Goals

Action Project: Enhance the Use of Data, Outcomes, and Assessment for Continuous Improvement, Resource Allocation, and Strategic Planning

The use of data analytics provides organizations the ability to make informed decisions and improve products or services. West Hills College Lemoore (WHCL) seeks to develop an institutional infrastructure that will house and support the collection and use of raw data to improve student learning and engagement. Data will serve as a powerful tool for understanding the College systems and identifying appropriate change activities for capacity building and continual improvement.

The College is examining ways to improve service delivery and effectiveness. The use of data analytics is an effective method for providing faculty, staff, and administrators the ability to learn and change. Organizational learning involves analysis of gaps between an institution's vision, values, purpose, and current practices. By identifying gaps WHCL will be better able to determine necessary changes for overcoming organizational challenges impacting student learning, retention, and success. Using data to engage campus stakeholders will also re-enforce team building and a commitment of all constituents to share their knowledge and skills to enhance institutional effectiveness.

WHCL will develop and integrate an organizational learning cycle to collect information, reflect on the data collected, and act in response to the new knowledge gained. The goal of incorporating data analytics into College practices is to encourage organizational leaders, employees, supervisors, support staff, and faculty to become engaged in developing their skills, improve service delivery, and overall organizational effectiveness.

Data analytics will serve as tool to define a firm vision as to where the organization needs to progress and become an integral part of the College's strategic planning process. The use of data in decision-making will assist in transforming student information into organizational knowledge and help individuals work together across traditional organizational boundaries to solve problems and create innovative solutions.

Action Project: Improve Internal and External Communications

People depend on communications to navigate their lives and solve problems. At the most fundamental level, organizations must monitor how well employees communicate both internally for institutional effectiveness and externally for quality service provision to customers or consumers. An organization's survival depends on the ability of employees to exchange and coordinate information.

WHCL seeks to improve internal and external communication methods to enhance the institution's environment supporting student engagement and success.

College communications are complex and multifaceted. An internal audit of communication flow and information sharing shows how organizational components interact (internally and externally) and the outcomes of those interactions. Through the implementation of a communications audit, WHCL will develop an understanding of gaps, delays, and contexts related to information sharing influencing student admissions, retention, and success. It is important to learn how organizational communications shape cultural determinants, meet legal requirements, and ensure accuracy and truthfulness in the message.

WHCL will develop a communications model to improve organizational coordination and service delivery. The model will focus on determining what and how to communicate to ensure the right message is delivered and interpreted by students, the surrounding community, and organizational members. The College seeks to develop knowledge about how information is filtered to enhance services or create barriers and challenges for students. WHCL understands that how the College and organizational members communicate is a reflection of the institution and its values.

Auditing and addressing communication pitfalls will play a critical role in improving services to students and the community at large. All forms of internal and external communications have ramifications on the organization's culture, health, and overall success.

III. Implementation of Action Projects

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To foster the practice of data utilization as a function of organizational learning to promote dialogue, improve decision-making and increase student success and achievement in accordance with the College mission.

Step 1. Planning and Vision Development

Initial steps will require collecting data to form baselines and measures for future change. College stakeholders will link learning goals to data as a critical step for ensuring the correct information is collected and identify how data will be used, analyzed, and communicated. Organizational members will formulate methods for interpreting and agreeing on the meaning of data in an effort to discover and challenge assumptions as well as explore patterns and inconsistencies within the data.

Institutional leaders will engage organizational members to determine current problems or issues for change. The inquiry process will serve as a vehicle to identify issues and

the root causes of presenting problems to define data points for study. Data will be used to understand why a problem exists including barriers, obstacles, and/or challenges leading to potential solutions.

Step 2. Team Building and Organizational Readiness

This step will focus on the development of trust and buy-in among organizational members. Campus wide orientation meetings and trainings will be held to re-affirm focus and goal clarification of data analytics integration and function. These efforts will help identify the key skills, knowledge, and qualities organizational members bring to data use, analysis, solutions, and change. Additionally, this process will provide insight into optimizing the talents of the organizational members and identify missing knowledge and qualities or those needing further development.

Step 3. Conditions Identification and Strategy Development

The primary focus of this step is to identify the various systems required to fully implement and intersect data analytics into campus work flow. Organizational learning teams will be formed to research and identify conditions (i.e., obstacles, issues, or constraints) to ensure realization of data use, outcomes, and assessment. Conditions will be presented and reviewed among the larger group for discussion and analysis to determine key conditions of focus in data collection and analysis.

Upon implementation of data integration, organizational members will develop a collective understanding of potential innovative solutions as problems are revealed. For each root cause identified organizational members will develop a general course of action to overcome challenges or obstacles represented in the data. Suggested solutions will be assessed on feasibility, desirability, and appropriateness. Actions satisfying all three criteria will be incorporated into strategies for improving effectiveness.

Step 4. Action Planning

Organizational learning will develop through information sharing. Learning occurs when institutional members give and receive feedback, agree on outcomes, and share hypotheses for systemic results. This practice will result in a networked improvement community campus wide. At this phase, organizational members will begin to assign and take joint responsibility to implement change. Norms will be established to have individuals participate in data collection, developing outcomes, analyzing results, and taking action. Benefits of participation will be embedded into the institutional culture to help members understand how time and resources will be more effectively utilized to improve student success.

Step 5. Sustainability and Improvement Cycle

Through data analysis institutional members will be able to reach agreement on problems impacting students and identify barriers and drivers to organizational change. Data will illuminate actions to reduce gaps between where the College is and where students need the College to be. As part of this approach, an evaluation of actions taken and results will be monitored and measured to ensure changes are on target and amenable to bridging gaps between barriers or challenges.

Organizational learning requires interdependency, interconnectedness, and interrelatedness. WHCL will support employees to architect the data analytics initiative. Organizational members will be partners of the process. Focusing on a participatory process gives individuals who will be affected by the change process to determine goals of the change effort and strategies for using data. This re-affirms the employee's role in continuously evaluating and resolving organizational issues and problems and increasing communication and information flow leading to more effective decision-making with high performance and quality goals.

Action Project: Improve Internal and External Communications

To enhance campus wide communications to further develop internal processes and service delivery cultivating student engagement and success.

Step 1. Initiate Planning and Assessment

The audit and diagnostic criteria for evaluating organizational communications will be tailored to the College. Each institution has unique features and the examination of internal and external communications requires tailoring in the form of questions and wording within the shared meaning of the organization's culture. To ensure adequate and accurate assessment of College communications, initial planning stages will examine which particular parts of communication the organization will measure. Regardless, any assessment will be bound over a particular time period and generalizations will be made from the limited time frame of the audit. As a result, plans must be developed to periodically audit communications to keep information current and guide change. This will allow the College to strategically position communication activities to increase organizational performance and effectiveness.

Step 2. Communications Audits

Communication provides the framework for getting things done. Communication audits differ from other assessments in that they primarily focus on people's tasks and interactions associated with completing job responsibilities and duties. WHCL will choose focal areas and groups to assess communication methods and information flow. Communications will be diagnosed using questionnaires, focus groups, confidential

interviews, and observations. The audit will allow for systematic observations about all areas of communication important to student engagement and success.
<p>Step 3. Diagnosis and Analyze Communication Networks</p> <p>One reason to conduct an audit is to make judgments about communications within the organization. Diagnosis will require the identification of criteria to be used in judging the adequacy of current communications and standards for internal comparisons over time. Analysis and interpretation of audit results will concentrate on identifying practical recommendations within the historical, cultural, and economic context of the organization.</p>
<p>Step 4. Implement Communication Strategy</p> <p>Results of the communication audit will be used to develop internal and external communications strategies to improve student engagement and success. Adopted strategies will be designed and aligned with the College mission and be incorporated into the Use of Data, Outcomes, and Assessment Action Project for ongoing data collection, analysis, and continual improvement.</p>

IV. Measures of Progress, Responsible Parties, and Timelines

Action Project: Enhance the Use of Data, Outcomes, and Assessment for Continuous Improvement, Resource Allocation, and Strategic Planning

To foster the practice of data utilization as a function of organizational learning to increase dialogue, improve decision-making and enrich student learning and achievement in accordance with the College mission.

Project Goals	Measure of Progress	Responsible Parties	Timeline
Institutional Effectiveness and Program Review Committee (IEPRC) role and responsibilities	<ul style="list-style-type: none"> • Process and procedures for inclusion of data • Re-design of committee assignments 	<ul style="list-style-type: none"> • Quality Focus Essay Coordinator (assigned by Accreditation Steering Committee) • PGC • IEPRC 	2016-17 Academic Year
Resource allocation better aligned with program review	<ul style="list-style-type: none"> • Re-design of program review process for instructional and non-instructional programs 	<ul style="list-style-type: none"> • Quality Focus Essay Coordinator (assigned by Accreditation Steering Committee) • IEPRC 	2016-17 Academic Year

Facilities planning	<ul style="list-style-type: none"> • Process and procedures for inclusion of data • Revision of strategic plan 	<ul style="list-style-type: none"> • Quality Focus Essay Coordinator (assigned by Accreditation Steering Committee) • PGC 	2016-17 Academic Year
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Action Project: Improve Internal and External Communications

To enhance campus-wide communications to further develop internal processes and service delivery cultivating student engagement and success.

Project Goals	Measure of Progress	Responsible Parties	Timeline
Communications audit	<ul style="list-style-type: none"> • College staff/faculty survey • District survey • Student survey • Student focus groups • Action plan 	<ul style="list-style-type: none"> • Quality Focus Essay Coordinator (assigned by Accreditation Steering Committee) • President • IEPRC 	2016-17 Academic Year

Assessment of Action Projects

In an effort to monitor progress, implementation, and measure outcomes and effectiveness, WHCL will assess action projects using the following five-step evaluation process:

1. Establish and plan evaluation
2. Define formative and summative evaluation criteria
3. Implement evaluation
4. Synthesize performance data and measure outcomes
5. Report findings

Action plans will be incorporated into planning processes at the institutional program and service levels. Responsible parties will provide regular verbal and written updates on the status of action plans each month to the Planning and Governance Council. At the end of each semester reports will be compiled and communicated to campus constituents, and include an evaluation against the timeline and subsequent implementation phases.

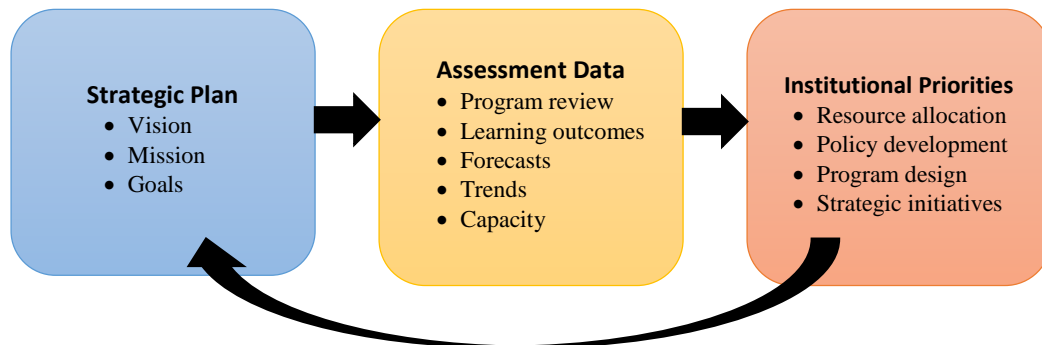
The College will submit findings and recommendations regarding action projects to the Academic Senate, Planning and Governance Council, Chancellor's Cabinet, and Board of Trustees by May each year. Following final review among College constituents and approval by the Board of Trustees, evaluation results will be published on the College website.

Institutional Reflection

Strategic planning plays an important role in governing West Hills College Lemoore (WHCL). The planning process identifies short-term and long-term goals for the institution and guides organizational decision-making and management toward student success. Results of the self-study shed light on the need to advance data-driven planning by gathering programmatic outcomes-based assessment data from program review and merging it with trend, forecast, and capacity data including the College vision, mission, and goals. The results of these data are predicted to improve resource allocation, policy development, and program design to achieve and refine the institutional vision, mission, and goals for increasing student learning and achievement. For College constituents this means gathering targeted data on how well they are meeting institutional priorities while at the same time using these data to measure attainment of their own area priorities and goals.

Previously once the annual strategic plan was adopted, indicators of success were articulated, and programs asked to illustrate how they were progressing towards attaining or meeting the goals and indicators represented in the plan. The self-evaluation study helped College constituents realize the data-driven planning process in place was not completely integrated into a systematic practice of reviewing and using data to validate, prioritize, and support resource, policy, and programmatic decisions. The proposed Action Plans outlined in the Quality Focus Essay will serve as a framework for establishing institutional data-driven planning that purposefully integrates planning, assessment, and budget processes. The convergence of these data with day-to-day operations, management, and governance will clarify intent and justification of institutional decisions creating a transparent organization.

Integrated Data-driven Planning Process



With transparency the organization will be better equipped to create a culture of dialogue and feedback. By closing the loop to ensure data serves a purpose rather than simply being a measure, constituents will be able to illustrate how decisions and/or recommendations may contribute to attaining higher-level goals and strategic initiatives. The proposed WHCL Quality Focus Essay Action Plans confers stakeholders a participatory role in reflecting, interpreting, and discussing evidence that leads to College recommendations and decisions. Lastly, this process will validate how data results were

used and disseminated to stakeholders with the intent of documenting conversations and collaborations implemented to systematically and institutionally improve student learning and achievement.

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